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No. 5



EDITORS:

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Greeting.

A happy New Year to all our readers. The year 1902 was a pleasant and profitable one to the editor of this journal. About twelve thousand miles of travel in twenty-two states, two provinces and three territories, addressing many thousands of teachers and others interested in education, renewing acquaintance with old friends and meeting many new ones, besides the long range, monthly contact with a much larger circle through the medium of the printed page—such, in brief, is a summary of the year's work. A busy year, a seemingly short year it has been. That the work done was worth doing seems apparent from other facts besides the growing subscription list. Very many kind letters of appreciation and cheerful encour-

agement were received, far more than we were able to answer personally. Then, too, an occasional subscriber gets disgruntled and writes a pungent letter setting forth our sins and—"stop my paper!" These things also are not unpleasant to remember; they are "all in the day's work"—diverting incidents which indicate at least that something is doing. How tiresome it would be to sail upon stagnant water.

And now as we start on the trip of 1903, we wish all our friends—not smooth sailing—but a prosperous voyage.

Our readers outside of Wisconsin will find that the article on "Is the High School of Age?" and the one on "Institutes" are not so strictly local in their application as a few paragraphs in each would seem to indicate. We give space to them because they voice a protest against the enforcement of formalism in the spirit of the overseer. The school people in those states where there is comparatively little dictation from centralized authority should rejoice in their freedom from coercive control, and if any of them pine for the mechanism of enforced uniformity let them consider well whether it comports with that ideal which sees in the teacher an artist rather than an artisan.

Those who are familiar with the doctrine of freedom, which is the central thought in the teaching of Colonel Parker, William Hawley Smith, Arnold Tompkins and John Dewey will find in Mr. Parlin's paper much food for thought. We believe a brighter day is dawning even for Wisconsin, which among all the states of the Middle West has been bound the most firmly by the fetters of imperative prescription.

Where Are the Best Schools?

A large number of men prominent in educational work were recently asked by the Brooklyn Eagle which city school system they regarded the best in the United States, and to state reasons. The votes of those who responded, about a hundred in number, placed Indianapolis at the head, with 19 votes. Among the reasons given, were:

A school board that hires a superintendent and then gives him power. He has chosen the best teachers. He gives them freedom. He encourages originality. Primary school methods of Miss Cropsey. Harmony. Supervising force and teachers in accord. High ideals for work of the schools. Studiousness among teachers. Good foundation in elementary schools. Teachers united in efforts to secure progress. The training school. Reading and literature. Geography teaching. Manual training. High school work. Naturalness and freedom. Excellent and harmonious supervision. Good, quiet, steady work, free from spectacular effects. Practical course of study. Discreet supervision. Loyal support of the people. No interference by faddist politicians or spoilsmen. Excellent teachers. True conception of education. Trained teachers; schools for the pupils; fraternal spirit between teacher and pupil; clear cut, purposeful administration. High character of teaching corps. Fine training school for teachers. Enthusiasm of teachers; pleasant relations with pupils. Progressive character. Experienced teachers; manual training and art instruction. Quality of supervision. Superintendents have always been superior men. There is unity of effort. They have many supervisors, but they pull together. Courses and methods come up from the schools as results of experiment rather than as impositions by the superintendent. Small board of men of high character. Tenure of all employes, from superintendent down, based on merit; this has obtained for several years. Teachers give not only their time, but their minds and souls. All else, buildings, courses, etc., mere details.

Springfield, Mass., and Chicago had 12 votes each; Cleveland, 11; New York and Boston, 8 each; Yonkers, Kansas City and Brookline, Mass., 6 each.

Some years ago the publishers of the Forum sent an expert, Dr. Rice, to inspect the schools in the prominent cities, and report on them. He placed Indianapolis and Minneapolis in the lead. It is worthy of note that these cities, also most of those in the list that received more than three votes in the poll above noted, have school boards elected directly by the people.

Is the Book Agent Persona non Grata?

At the recent meeting of the Wisconsin State Teachers' Association the following amendment to the constitution was introduced, and will be taken up next year for adoption or rejection:

Active membership shall be limited to teachers, supervising school officers and editors of educational papers, and only active members shall have the privilege of voting and holding office. Other persons interested in education may become associate members and have all other privileges of the association.

This is pointed directly toward the representatives of the publishing houses, and on the part of the instigator of the movement it is a comical confession. Are the bookmen, who number usually not more than a score all told, a menace to the association? If they were all to combine and pull together, they could hardly become a formidable faction in a body having a membership of a thousand; the assumption that they could is a confession of weakness on the part of the schoolmaster. But when did they ever combine? They divide as do the teachers on all questions that come up to be voted on. And how will disfranchising the book agents prevent them from exercising their influence, whatever it may be, on the association? Should the amendment pass, these men will save the dollar apiece which they now pay as annual fees, but only a person of childlike simplicity would expect thus to curtail their influence.

But there is a serious side to this proposition. The publishing houses of America are to-day and have been for nearly a century, one of the mightiest of all the progressive and uplifting forces in education. Compared to some of the book houses whose representatives it is thus proposed to snub, our state teachers' association is merely a pigmy among giants; the giants have given a mighty impetus to education through the improvements in text-books which they have brought about; they roused the schoolmaster from a long, lethargic repose, and are now keeping him awake. What has the pigmy done?

It ill beseems the schoolmaster to assume a holier-than-thou, nose-in-the-air attitude toward the educational missionaries who represent the publishing houses. These gentlemen are the peers of the schoolmaster in point of education, culture and power. Most of them are former teachers who have been promoted to their present positions. Occasionally the bookman finds a microscopic fellow holding down a chair in a school principal's office and receives a rebuff either direct or covert from "Professor" Pinhead. When this happens the bookman is not offended, he is amused; such occasional experiences are "all in the day's work." But when it comes to formulating the view and the spirit of the big little fellow into a deliberate affront to a class of men who are always a most desirable element in any teachers' meeting it is hardly conceivable that a body of thoughtful teachers will look with favor upon the proposition.

The proposed amendment, if it had been in force at the time of the recent meeting would have disfranchised the state superintendent-elect, besides a number of elected county superintendents, and a week later the outgoing state superintendent. Should Hon. J. Q. Emery attend a meeting, this amendment, should it be adopted, would make him ineligible to vote. Two years ago it would have cut out the veteran educator of Wisconsin who was one of the three men who organized the Association half a century ago. It is no argument to say that men of this class do not care to vote. If that standard were adopted two-thirds of the membership would be disfranchised every year.

The amendment is merely a childish echo of a recent political campaign.

* * *

In the Iowa State Teachers' Association a Quixotic effort was made by the editor of a school journal to manufacture sentiment against the book men; he attacked them in a daily paper and ap-

parently took himself seriously, but the members of the association did not. The Hawkeyes are keen of vision; they readily perceived and correctly estimated the true animus of the movement. The ridiculous suggestion that the book men were the nucleus of a ring to control state and sectional associations was simply laughed out of court. As an antidote to the venomous article published in a daily paper berating the school book men of Iowa, a burlesque warning was printed and distributed the next day from which we reprint the following:

TO THE UNSUSPECTING.

Whereas; A distinguished authority on Worms has discovered that certain Iowa educational associations are threatened with that dread disease Ringworms, therefore, we appeal to all interested in the welfare of Defenseless Teachers to urge the adoption of the following amendments to the Wox of said Associations:

Members. No school book agent, lightning rodders, fruit tree men, editors of hand-raised educational papers, or any other person or thing having designs on teachers' souls or pocketbooks, shall be allowed in, on, or about the premises of the association. All such are public enemies. The only exception to the above restrictions shall be, that any one considered harmless, upon paying the regular fee may attend the meetings with a muzzle on.

Rings and Ring Worms. All rings are divided into three classes: The My-rings, the Your-rings, and the Would-bes. It shall be unlawful for any of these except the first class to be cultivated. No more than three people shall converse together at the same time, and unless their talk shall be in clear tones so as to be heard by any one belonging to the My-rings, they shall be judged guilty of breeding ringworms, and shall forfeit membership in the association. If such conversation occur it shall be prima facie evidence that they are hatching a Would-be, and the nest egg shall be taken away, and the nest destroyed.

Duties of Members. No member shall talk to school book agents or editors. Not to the first because he may "git you"; for is it not written:

The agent is a monster of such hideous mien
That to be hated needs but to be seen;
But seen too oft, familiar with his face,
We first endure, then pity, then embrace.

Nor to editors, for they are after your coin, desiring merely to work their grafts on the unsuspecting.

No member shall ever nominate another for an office, or suggest the name of a suitable candidate. All such duties should proceed from the office of the Conservator of Educational Morality, which office is hereby established. It shall be the duty of the Conservator to rectify

the old, protect the helpless, warn the weak, and promote reforms within and without the association. (He shall be allowed to increase his revenues by calling in the service of any friendly book agent who may wish to make a cat's paw of him, provided he does it in his sleep.)

A Reactionary "Reform."

Three years ago the school board of Batavia, N. Y., began to use larger grade-rooms, accommodating twice the usual number of pupils and two teachers, one to conduct all the classes and the other to give her time to guiding the backward pupils. The experiment has worked well. The slow or dull have made remarkable progress and the strain on the teachers has been greatly diminished. Educational reforms were never needed more than they are to-day.

The above is from an Eastern exchange. The innovation which is incidentally referred to as a reform is in reality a reversion to a method which has been tried and found unsatisfactory. In Butte, Montana, and a few other places the experiment of conducting two schools with two teachers in one room has been tried for years, and is now being abandoned as fast as material conditions will permit.

Gentlemen, Come Off Your Perch.

The painfully precise diction affected by some schoolmasters is a source of amusement to men of sense and simple speech. But when to pedantic primness there is added a strained effort to use high sounding terms to express commonplace ideas the result is still more comical. Here is a news item that illustrates the point; it was printed, apparently in all seriousness, in the *School Gazette*, of Harrisburg, Pennsylvania, last month:

A new departure in the dining hall at the Clarion State Normal is the serving of the dinner at 6 o'clock. The usual 2 o'clock lassitude, under the new arrangement, has become almost an unusual demonstration. The laws of physiology, as applied to the process of digestion, seem to suggest that hard mental effort be held in abeyance for some time after partaking of copious nutriment.

Reducing the foregoing to plain, straightforward, United States English, we get the following

TRANSLATION.

At the Clarion State Normal, dinner is now served at 6, and the students are not so lazy at 2 o'clock as they formerly were. One should not study hard soon after eating a full meal.

The Institute.

S. Y. GILLAN, CONDUCTOR.

Easy Lessons in Science.

PROF. C. P. SINNOTT, STATE NORMAL SCHOOL, BRIDGEWATER, MASS.

GRAVITY (continud).

II. *Effects on the Atmosphere.* Tightly stretch a piece of rubber tissue over the mouth of a small bottle and tie it firmly. Put this into a larger bottle, provided with a tight cork, through which a glass tube, bent nearly at right angles, is made to pass. Pour melted wax over the cork to make sure that it fits air tight. By means of the lungs remove through the bent tube some of the air in the upper part of the bottle. Notice that the rubber tissue is forced outward. Let the air into the bottle again and observe that the rubber is pushed back. When a part of the air in the large bottle is removed it becomes less dense than that in the small bottle and presses the rubber inward with a less force than before, while the air in the little bottle presses outward with its original force and tends to fill the space occupied by the air which has been removed. When the air is again admitted the rubber is forced back and the air is made to occupy its original volume.

We therefore see that our atmosphere, in its normal condition, is compressed and elastic, its compression being due to its own weight, which is due to gravity. The greater the compression the greater the elastic force which it will exert. The earth is surrounded by an atmosphere many miles deep and it must therefore be apparent that the portion nearest the earth is subjected to a great compressing force and must, in turn, exert a great elastic force. This elasticity is noticeable only when the compressing force at a given point is removed or reduced. Think of as many illustrations as possible showing the elasticity of air.

Plunge a glass tube, open at both ends, into a tumbler of water. Close the top

by means of the thumb, and lift the tube from the water, keeping it all the time in a vertical position. Notice that the water does not fall out of the tube. The atmosphere, exerting a pressure in all directions, is tending to press the liquid up into the tube, while the weight of the water and the elasticity of the air in the tube are tending to make the water fall out. If the water moves outward a bit, the density of the air in the tube is decreased and therefore its outward pressure diminished, while the inward pressure from the air outside remains the same, thus making it impossible for the water to leave the tube.

Explain why water will not run out of a bottle when inverted, so long as the mouth is kept below the surface of water.

If we place one end of a wheat straw or an open glass tube in water and, by means of the lungs, "suck out" a part of the air, the water will be seen to rise in the tube. When the tube is first placed in the water the water rises to the same level in it as in the glass. The atmosphere is pressing downward upon the water in the tumbler, and this is transmitted as upward pressure upon the water in the tube, but is met by an equal downward pressure of the atmosphere in the tube, so that no motion can take place. When a portion of the air in the tube is taken into the lungs the downward pressure in the tube becomes less, while the upward pressure remains the same and is, therefore, relatively greater, and the liquid is forced upward into the tube. This is the principle of the lemonade straw. The lifting pump works upon the same principle. A good pump for experimental purposes can be made as follows:

Take an ordinary Argand lamp chimney as the barrel of the pump. Procure a cork that will slide in the tube air tight. If too small make it fit by winding strips of cloth about it. Bore a hole through the center and over the upper opening

place a trap door, or valve, made from a rectangular piece of sheet-rubber or leather tacked at one edge so as to open upward. Fasten the two ends of a branched umbrella rib to the sides of the cork, and allow this to project through



[Fig. 31.]

the large end of the chimney. The cork is the piston and the umbrella rib the piston rod. Close the small end of the chimney with another cork bored as the first and provided with a similar valve. Pass a glass tube part way through the opening and allow it to project three or four inches below the chimney. If a fly were to crawl up this tube he could go all the way through the chimney without obstruction, but the valves would prevent his returning. The same would be true for the movement of a drop of water. Our knowledge of the lemonade straw will now help us in understanding the action of this lifting pump.

If the lower end of the tube be placed in water and the piston raised, what effect will that have upon the rubber valve? What effect upon the air in the barrel below the valve? What will be the action of the lower valve and why? When the piston is pushed down what will be the movement of the two valves and why? The action of these valves can be plainly seen when the pump is in operation. Continue this line of thought until it is clearly seen how the pump lifts the water over the top, as it will have to, since no spout is provided. The force which really causes the water to rise in the barrel is gravity, which is constantly pressing upon the surface of the

water outside and is being transmitted by the water. If there were a perfect vacuum above the surface, and no friction, gravity would force the water to the height of about 34 feet. If it is desired to raise it to a greater height a force pump is generally used.

More Light.

We have often spoken in these columns of the beauty of intelligibility in discussing the philosophy of education. One of our best friends and a very prominent normal school educator has the fashion of using such extremely general terms that for us to follow him in his philosophic flights is—we'll not say impossible, but too laborious.

Are we getting lazy? Maybe we are. Possibly infirm. We are not sure. But here is another of our best friends, a man who for years has stood in our thought as the personification of sound pedagogical philosophy expressed in intelligible English which by fair attention one can understand without growing tired. Here he comes with a delightful little essay—as our old faith in him makes us believe in advance—on "Philosopher and Teacher Harmonized." The thought that there is any want of harmony between the philosopher and the teacher staggered us a little as we settled down to enjoy our hitherto clear-thinking and simple-speaking friend. We read on with pleasure as of old with an occasional unwelcome halt at such a proposition as this, "A rule is only another form of the common noun." Oh, yes; we see what he means, we say to ourselves, but all the while feeling that he hasn't said it quite. But we go on with slackened pace until we strike this:

What is education if not that growing self-recognition brought about by contact with a larger rationality outside of self? The educative process then is a perpetual movement of isolation. The vanishing point of the process is reached when there is no further estrangement and its removal.

Well, well, well, do we understand him? Do we know what education is? Does he

understand himself? We go back, and take the sentence a clause at a time, even word by word, and finally conclude that the vanishing point is too far off, and we grow more faint-hearted, but loyally we read on:

* * * the large individualism which takes up into itself the race development and lifts the individual to the plane of the species.

We press our empty forehead, repeat aloud and slowly, "the individualism that takes into itself the race development." Um—ah—well—. Are we blind, or halt, or maimed, or has our own individualism gone clean from us? We don't know whether we ever saw or met such individualism. We don't know what it is, that is sure.

We see the end of the essay is near and we are bound to reach it even if we stagger to it. But what a stagger this causes:

Education is thus a persistent growth in self-consciousness by successive isolations or estrangements and the return out of isolation or the cancelling of the estrangement, with the recognition that these new worlds are after all only real homes for our larger growth.

We feel perfectly "isolated" and "estranged" and "cancelled," and close up and go home saddened but not wiseden, if we may coin the word. Is the fault with us or with our friend?—Intelligence.

What Do You See in a Man?

Call to mind some one of your friends whom you saw to-day, and try to describe him so clearly that a detective would recognize him from your description. What part of the picture is the clearest, and what parts are you uncertain about? Do you know the color and cut of the clothes? If so, which article of clothing do you see most distinctly in your mind's eye—the hat, the coat, the necktie, the vest? What about the features, the complexion, the color of eyes, hair and beard, style of beard if any?

Now, ask a friend of the opposite sex to describe in the same way a friend recently seen, and note whether there is any difference in what a man and a woman sees in a man.

An interesting series of experiments has been tried by the school authorities in South Germany to test the faculty of observation as it is exercised by boys and girls. A man was placed in a room by himself. Classes of girls of different ages were sent through the room. When they returned to their classrooms they were asked to describe the man in the room. Nearly 80 per cent of the girls confined their attention to the man's clothes; the others described both clothes and features. The same experiments when tried with boys revealed the fact that nearly 70 per cent of them confined their attention to the man's features, the remainder to both features and clothes.

A Few Hints for the Geographical Museum.

AMBROSE C. GRACE.

The "collecting instinct" is remarkably strong in our youngsters. Good little boys collect birds' eggs. All little girls collect autographs and friendship ribbons. Why not direct this instinct into a useful channel? It will be a source of delight to your boys and girls to collect samples of products, specimens of ore, etc., for the "Geographical Museum," and the benefits derived will soon be apparent in their geography work.

If a child can see and handle a piece of copper ore, the great smelters of Butte, Mont., seem nearer to him; if a piece of silver ore is at hand, and also a few drops of mercury (which can be obtained from any old thermometer), he will never forget the wonderful story of the separation of the silver from the dross. He will listen with open-mouthed attention, while the teacher is telling how these little, gliding drops of quicksilver wend their way through the powdered ore, seeking out with unrelenting perseverance every precious little particle. If the pupil can see with his own eyes a piece of iron ore, while studying about the great ranges of

northern Wisconsin and Michigan, will he not remember longer the great article of lake transportation? If you cannot obtain them in any other way, samples of ore can be obtained at small expense from the agency of any mining company.

The great petroleum wells of the upper Ohio valley will interest the class far more if each one can bring to school one of the by-products of petroleum and can thus contribute to the "Petroleum Section," one of the greasy products that are contained in the row of bottles, neatly labeled "kerosene," "benzine," "gasoline," "vaseline," "paraffine," etc.

Let one of the class bring a sample of spring wheat, and another, one of winter wheat, and the respective products of the Red and "Jim" river valleys, and of northern Ohio appear as something tangible, and not so many square inches of textbook. The rural teacher may smile at the suggestion of wheat in the museum, but I remember the eager face of a Milwaukee youngster earnestly requesting as a special favor, that he be allowed to take home over night a sample of wheat from the school museum, "because when I told ma about our museum, she said she never saw any wheat."

When we take up the cotton-producing states, will it not be a pleasure to our curious boys and girls to take this great King of the South in their hands, and get in touch with the fluffy bunch of whiteness that occupies so large a space in the commerce and industry of the world? And how much more apparent will be the value of Eli Whitney's invention, if they try to pull out the seeds from their tenacious, clinging resting-places.

But some hard-working teacher in an out-of-the-way hamlet of the North, exclaims: "Cotton! Samples of cotton are an impossibility to me." Not at all. Simply write to the Commercial Museum of Philadelphia, and they will mail you samples of all the varieties. They are try-

ing to do for the schools of the West what they have already done for the schools of Pennsylvania.

Specimens on anthracite, bituminous and lignite coal may be easily procured. After the class has examined the anthracite, they can realize the probability of the story, when you tell them how the officials of the first anthracite coal company were arrested for selling rocks that would not burn. Burn a small piece of the bituminous product and they will know the reason for the atmospheric condition of grimy Pittsburg and smoky Wheeling.

Brazil nuts may be obtained from any grocer, and with the product there before the class, relate to them how the South American Indians are often killed while gathering the nuts, by being struck on the head with the shell containing nine or ten of these weighty little "niggertoes." Then you may rest assured that they will remember at least one of the products of the Amazon valley.

When the class is interested in the sugar refineries of New Orleans let them compare in appearance and taste, the product of the cane with that of its northern rival, the beet.

Samples of pulp in its various stages of manufacture, can be obtained at little or no expense from any paper company. Have one of the boys bring a piece of limestone, pour some acid upon it, and you have fixed in their minds forever the explanation of the formation of Mammoth Cave.

I have noted but a few of the specimens of products that should be obtained for the museum, in order to interest our pupils in the broad field of commercial geography—the field into which the teacher of to-day should lead our youth in this great age of commercial activity. Let each one contribute something, and then their interest will be awakened, geography will no longer remain dry and uninteresting, and

every product represented on the shelves will bring forcibly to their minds the fact that this study is but a record of man's struggle with nature, to wrest his living from her treasures.

Pronouncing Biographical Names.

In these days of universal dissemination of news and of current history, biographical names play an important part. The teacher who pronounces these phonetically or without heed to any system does himself and his pupils great injustice. Often the names of eminent men and women in foreign lands bear little resemblance, in their pronunciation, to our phonetic equivalents of the letters which compose them.

It is idle to assume that the pupil's knowledge of great men should be restricted to those of our own country; and even if it were so restricted, our analogies and rules of pronunciation are apt to fail when it comes to proper names.

The conscientious teacher will seek to inculcate a correct and standard pronunciation of such names. He will not attempt to speak of Goethe, Thiers, Beethoven, Fenelon, Disraeli, Anne Boleyn, Brougham, Agassiz, Bulwer, etc., without referring to such aid as the dictionary offers for the correct sounds of the letters, where he is in doubt.—Robert M. King.

A Spelling Test.

Try your best spelling class with the following words. If they make a grade of 75 per cent they will stand higher than the average high school graduate:

tillage,	pleasurable,	liquefy,
recommend,	supersede,	Manila,
archives,	occurrence,	benefited,
accommodate,	emanate,	annihilate,
eminent,	concede,	metallic,
salary,	bilious,	champagne,
imminent,	appendicitis,	campaign,
separate,	oculist,	Champlain,
catechism,	synonym,	lily,
parallel,	Xerxes,	fiery,
centenary,	discrepancy,	collectible,
Bismarck,	aqueduct,	indelible,
centennial,	Chautauqua,	deleble,
billion,	siege,	repetition,

The High School as a Factor in Commercial Education.*

PRINCIPAL C. E. MCLENEGAN, WEST DIVISION HIGH SCHOOL, MILWAUKEE.

What can the high school do to make pupils who enter business immediately after leaving school, more serviceable to the men who employ them, and more able thereby to advance themselves to positions of responsibility and trust? It is not a question of how may any school train a boy to become one of the captains of industry. No school trains these men. They are evolved by long experience in actual business life. Nevertheless, there is always a place in business for the well-trained boy, where he may be of great service to his employer, and where he may gradually work up, if he have the proper stuff in him, to places of great power and usefulness. What a boy is good for depends first upon the boy himself, and secondly upon the character, in the widest sense, of his preparation. The questions before us are, first, "What can we do to train the character of the boy in correct business habits?" and second, "What more can he get from books and from experience, while in our hands, that will be of especial value to him in a business career?"

Before proceeding to discuss these questions, it is well to clear the ground of some rubbish that seems to cling round the term "business education." In our profession, as in every other that employs skill, we are bound to have the wonder-worker who, by patent methods and short cuts, claims to be able to transform the ordinary ill-trained lad into a well equipped business man by a short term in his magic school. We know that it cannot be done, and we know that the man who claims to be able to do it is not of the profession. The so-called education which fills a little grammar school boy, who can scarcely read, much less spell and write a letter, with shorthand and typewriting and calls

him a business man, is a misnomer. That is often only providing a boy with refined instruments of torture with which to worry his employer. Education, which means, among other things, the formation of correct mental habits, is a matter of time and labor. Therefore at the outset let us get rid of the idea that, by a business training, we mean the dumping into a boy of certain facts of shorthand, of typewriting, of arithmetic or of commercial law, and that by so doing we shall make a business man of him. These may make a good servant, and they *may* make an employe who will drive the head of the office insane. It all depends upon what foundation the boy has. Every employer has a right to expect in his help some intelligence and mental power, in addition to the tools by which these may be made serviceable.

Why should the education of a business man differ in any great degree from the education of any other good citizen? The idea that a business man can afford to be ignorant of the large affairs of life and destitute of culture is erroneous. He, as well as his professional brother, needs that breadth which accompanies large views and wide knowledge. The successful business man of to-day must be far more wide-awake than a horse with a pair of blinders that exclude knowledge of all things about him except those in the narrow path in which he is treading. In the past fifty years it is probably true that business life demanded and rewarded the man who could do things—the so-called "practical man." That is always true of a new country. But the years that are coming will demand a more highly trained man. Competition will be keener, economic knowledge more essential. The college trained man will be as frequent in business life as he now is in professional life. Your rule-of-thumb man will be forced to the wall in the struggle for supremacy. Nevertheless, it will never happen that inborn genius and industry will

* Abstract of a paper read before the National Commercial Teachers' Federation.

be kept down for want of the education of the schools. Nature is more powerful than art in this. Speaking generally, however, the man of careful preparation and training is more than a match for his untrained brother. Of course, it is not possible for all boys to be generously educated; but where it is possible, do not make the mistake of thinking that the education is wasted because "Johnny is only going into business."

What can we do in high schools to train a boy in correct business habits? The formation of habits is a direct duty of high schools. There, if ever in school, the lad learns what it is to study, what it means to concentrate his thoughts upon the task before him. There he should learn to rely upon his own resources instead of running to his teacher with every little difficulty. There (because he has arrived at a certain maturity denoted by long trousers) he should learn to do disagreeable tasks, not necessarily by compulsion from without, but because they are his duty. That certain sense of personal responsibility for his acts which betokens the man who can "carry a message to Garcia," must begin to grow in high school. The man who can carry a message to Garcia is the man for whom the world is waiting in peace no less than in war.

If parental inheritance is not too strong we can do something to train a lad in habits of neatness, accuracy, industry and concentration. These are business habits that must be learned in school, or else learned with infinite vexation in the employer's office. They are necessary to the successful business man. Such teaching is the hardest kind of hard work, but if these habits are not formed in the high school, when can they be acquired? In the grammar schools the pupils are often too young to realize the importance of them, and in the university men are generally too old to acquire new habits. Ac-

curacy and neatness are largely habits, and habits are formed mainly by repetition—"precept upon precept, line upon line." The point to emphasize is that, in our high school training, we surely should not be more bent upon the quantity of matter that we cover than upon the quality of the labor expended upon that matter. It certainly is one of our proper functions to inculcate proper methods of work, and what can we teach a boy comparable in value in his business life to neatness and accuracy in the work he turns out, and industry and concentration in his personal habits? The business man will choose in his employes these traits before vast ability or more pretentious learning. They are the very foundations upon which a successful career is built.

In order to ascertain with some degree of certainty what the most obvious defects of our high school graduates are, from a business point of view, I lately addressed inquiries to the managers of some of our most important and successful commercial institutions, in which many of our boys are employed. The gentlemen who so kindly took pains to answer my inquiries are all intelligent, observant and thoughtful men, and they stand in the very front rank of their various branches of business. Among those from whom I sought information are journalists, manufacturers, railway corporations, lawyers, merchants of all sorts, bankers, insurance companies, packers, brewers, brokers. In fact, I tried to cover the whole field of commerce, and to obtain a criticism of our product from as many points of view as possible. I have been astonished at the unanimity of criticism offered. Such unanimity could not be unless our work is defective. Not one of my kindly critics knew that the other had been asked the same questions. The replies, therefore, all pointing the same way amount to a proof positive. These gentlemen are unanimous in declaring that our graduates,

upon entering business life, are unable to use the English language, either orally or in writing, with ordinary clearness. They furthermore declare that our boys are crabbed and illegible penmen. When writing rapidly they scribble, when writing slowly their stiff pot-hooks could not be permitted on the office letter head. Further, my critics are unanimous in declaring that high school graduates cannot use the fundamental processes of arithmetic with anything approaching ease and certainty, even in simple addition. Decimal computations are as uncertain as a weather prophecy. The spelling of common words is a thing to freeze the blood.

It would seem therefore, that answers are a fair index of what the business world thinks of our high school graduates, and that they point out one of our proper functions in commercial education. If we send out lads so untrained, we ought to be revised. We assume that our graduates are trained in these fundamentals, but we are assuming too much. Nearly every one of my critics lays great stress upon a broad general education as necessary for a business career. Yet each asks if more dexterity, more exactitude in fundamentals, cannot be added to such education.

Our high schools have been laying too much stress upon studies that end in "ology and ation." It should not be true that our graduates cannot spell, cannot write English, their mother tongue, with reasonable clearness. It should not be true that they cannot write a legible hand with reasonable rapidity, and that they cannot add a column of figures accurately. We have been keeping our eyes fixed on the general education only, and have been slighting those plain and simple fundamentals without which no man can be called educated, from the employer's point of view. It is no answer to say that these things should have been learned in the

grammar school. We can hardly expect the grammar school to do all that should be done in the education of a lad; if so, there is no excuse for the existence of the high school. Do we wish to admit that? At the grammar school age, the child has a fairly definite capacity, but this is not great enough to contain a competent knowledge of spelling, penmanship and arithmetic. The high school should take up the grammar boy where his grammar school leaves him; but the training in high school should not be along the same lines as that in the grammar school. The high school should aim to give the drill and practice in arithmetic, which alone enables the pupil to perform operations with rapidly and accuracy. The boy knows *how* to do many things when he leaves the grammar school; we should give him the quickness and accuracy. Why should we expect the immature little boy from the grammar school to have a mature handwriting? Why expect him to spell perfectly and to write faultless English? We too have a duty in these matters besides teaching the studies of the higher education. That duty is to drill and give incessant practice in the elementary studies, which, after all, are the working tools of every man's life. The boy never can become proficient unless he is drilled by someone. At present we are thrusting this duty upon the business houses that employ these lads, while we are pounding away on the list of "college requirements." I do not belittle the college, but I insist that we are leaving the boy who enters business with but a bungler's knowledge of his tools when he takes his place in the business world.

Our high school courses should not neglect these fundamentals. If necessary a few of the more special and technical branches should be discarded in order that we may instruct in the "bread-and-butter" studies with greater thoroughness

Millions of dollars invested in high schools, and millions more spent annually for maintenance, are not producing their greatest income if the net product is citizens who cannot write and cipher.

"Nothing New Under the Sun."

Nearly two thousand years before Christ the Egyptians used concrete methods in teaching writing and arithmetic. Several hundred years before Christ they had become so noted for higher education that wise men from Greece and Rome sojourned in Egypt to study science and philosophy.

Five hundred years before Christ the Athenians were seeking to educate the entire man, to give him beauty and strength of body, keenness of intellect and nobleness of heart.

Greek education early recognized the importance of individuality and acknowledged the right of parents to direct and determine the education of their children. Nearly four hundred years before Christ, Plato insisted on harmonious development of *all* the individual before specializing. "Specialization," he said, "should not begin until the age of twenty."

Spartan education, inculcated obedience, politeness, modesty, sobriety, respect for the aged, courage and patriotism.

Four hundred years before the Christian era the Roman mother taught her children strict obedience, politeness and correct pronunciation. She also taught them to recite patriotic poems.

Roman schools instilled respect for home, mother, law and paternal authority. Their highest aim was to prepare the youth for practical life. Nearly one hundred years before the world felt the benign influence of Christianity, Cicero said, "Corporal punishment should not be resorted to until all else has failed. The child should not be degraded by the mode of punishment. Punishment should not be administered in anger, but deferred until both teacher and pupil have had ample time for reflection. Reasons for punish-

ment should be given, and so plainly given, that the child may readily see that it is just."

During the time of Nero, Seneca, his teacher, said:

(1) The character of each child must be studied, and each individual developed according to his peculiarities.

(2) Take care that the environment of the child is elevating, and allow only pure and ennobling examples to be set before him.

(3) Give the child but few studies in order that he may be thorough and acquire right habits of learning.

Quintilian's pedagogical principles have a modern ring.

(1) Education should begin with the earliest childhood.

(2) Amusements should be turned to account as a means of education.

(3) Teachers should be men of ability and of spotless character.

(4) The individuality of the child should be studied.

(5) The forms and names of the letters should be learned simultaneously, playthings being utilized to assist in this.

(6) Public schools are preferable to other means of education, because they do not subject the child to greater moral danger, while they stimulate him by association, friendship and example, to nobler endeavors.

In 64 A. D. Jewish rabbis required that every community support a school, and that attendance should be compulsory. Not more than twenty-five pupils should be assigned to one teacher, and where the number was greater an assistant was employed.—L. J. H., in *Mo. School Journal*.

A Dangerous Plan in Reading.

It is through the Third, Fourth and Fifth Readers that nearly all the children of our common schools get an insight into literature, and because of this fact, if no other, should the selections be of the very highest excellence.

There is another danger—that of spreading too much. It is not the great quantity of printed matter rushed over that produces either the good reader or the thoughtful, intelligent reader. With too many teachers, the tendency is to measure progress by the multiplicity of volumes read by a pupil or a class. Such an idea, if pursued, is dangerous, and a habit once contracted on this basis, leads to mental

weakness and not to mental power. Light reading has this effect.

The really valuable selections to be read and appreciated, are those masterpieces which grow upon us with every fresh reading. The filling up process is a vicious one. Mental dyspepsia is worse than physical and chemical in digestion of food. Little teaching, little study, fiddle-faddle nonsense—called educating a child—is the accomplishment of a national crime, whose enormity words fail me to portray in its true colors. The do-little-policy is sapping all the life out of thousands of our school children to-day, under the seductive but fallacious title, *New Education*.—J. M. Greenwood.

A Study of Effects or Hints.

The study of effects in literature is but the application of an ordinary common-sense principle. So simple is the principle that it may be used in the first primary school. For example, in a lesson about some children coasting, a class came upon these sentences:

"You may use my sled, Mary. Do you want to?" "Oh, yes, indeed!" said Mary. "Thank you, Fred."

The teacher asked:

"What 'hint' in that about Mary?" The answers were: "She has no sled;" "is poor;" "is watching the others and feels bad because she can't coast too." "What hint about the little boy who offered the sled?" "He is good;" "isn't selfish;" "is kind;" were replies in all except one case. One boy said: "Is tired of it himself, and doesn't want to ride any longer."

That was his way of interpreting the act. Verily we often read into a thing what is in us, rather than what is in the thing. We must learn as far as possible to read aright, just as in our ordinary intercourse with people we should learn to judge aright.

The composition work in this line is not difficult. The primary teacher says to her pupils: "Tell me that the wind is blowing

without using the word wind." The following is obtained:

"Hear the windows rattling."

"The dust is flying."

"See the shadows of trees moving on the ground."

"See the paper and leaves flying."

"The limbs of the trees are shaking."

"The little girl's cape is flapping."

Then she asks for two things that tell that the wind is blowing. Then for the most important things.

A fifth grade pupil is told to describe "spring" by using effects. He writes:

"The grass is peeping out from under the ground, the birds are returning from the south, and the buds of the trees are opening. The sunshine is getting warmer, and the violets are blooming."

A fourth grade class found this paragraph in their reader:

"It was a cold winter's day, and the ground was covered with ice. A poor old woman, ragged and gray, and trembling with age, stood at the corner, afraid to venture across the crowded street."

The pupils were told to leave out unnecessary words and express the thought in "hints" (effects) as far as they could. One wrote it out, as follows:

"One day, when the ground was covered with ice, a woman, ragged, and trembling with age, stood at the corner afraid to cross the street."

He explained his work by saying, "If the ground was covered with ice, it is not necessary to use 'cold winter's.' If you say 'ragged,' that tells that she was poor; and 'trembling with age' is enough without using 'gray;' 'to venture' is not needed. When you say she was afraid to cross the street it is enough, for you see that just below it says, 'she was afraid of being run over.'" Now, as far as the narrative was concerned, the boy was right. The lesson throughout was unnecessarily padded, and made a good exercise in condensation. Of course, the children were sometimes too ruthless in cutting out words and phrases,

but the teacher was careful to have them see the necessity of saying enough, as well as the desirability of saying no more than was necessary.—Skinner's *Studies in Literature*.

Ventilation.

This is the season when special care should be taken to ventilate schoolrooms thoroughly. The following sensible discussion is from the pen of Ethel J. Reeder, and is clipped from an exchange, the name of which is mislaid:

During the last few years much has been said concerning the necessity for fresh air in our homes and places of public assembly. Unless some systematic plan is in operation whereby the requisite amount of pure air is constantly entering, and the foul air passing out, the atmosphere of a crowded room of any sort becomes unfit to be breathed in a very few minutes.

In our dwellings there are perhaps half a dozen people living in as many rooms, with the doors almost constantly opening and closing, and perhaps an open fire still farther aids in the ventilation. But in the average schoolroom from twenty to sixty children are assembled in a single room, sometimes altogether too small for their accommodation. The little bodies are constantly throwing off, through lungs and skin, the poisonous refuse of the living machinery, and that school is blessed which does not have among its numbers those whose sick or unwashed bodies or clothes furnish more than their quota of air pollution. Unless some systematic provision is made for removing this vitiated air and furnishing a supply of fresh air in its place, those confined in the room are bound to suffer both mentally and physically.

With the coming on of the season of closed windows, the question of how this fresh air is to be supplied for our school, and still maintain the temperature necessary for health and convenience, is no doubt agitating the minds of many.

In order to have good ventilation, from fourteen hundred to thirty-five hundred cubic feet of fresh air must be furnished hourly for each occupant of the room. If the room is large, there may be as much as three hundred cubic feet of space for each pupil, but ordinarily there is in the neighborhood of two hundred cubic feet of space per individual. Under these circumstances the entire air contents of the room must be changed every $8\frac{1}{2}$ minutes, or about seven times each hour.

Many cases of chronic invalidism could be traced to the haphazard ventilation of crowded schoolrooms. One case at least is extant of a little girl of nine years who was so unfortunate as to sit near a window which was opened by a thoughtless or uninformed teacher, for the purpose of ventilating a crowded and overheated schoolroom on a cold wintry day. The next day the child was missing from her seat, and the family physician diagnosed a case of pleuro-pneumonia, from which the child rallied only after the foundation had been laid for years of uncertain health and much suffering. Every child who enters a schoolroom where the matter of ventilation has not received the necessary attention, is subject to like danger.

It is estimated that, to insure pure air without draughts, fifteen square feet of floor space should be allowed for each inmate. At this rate a room eighteen by twenty feet could be properly ventilated for twenty-four persons. In the cold season the air must be warmed before it enters the room, and this brings us face to face with the problem of the expense of ventilation. To the frugal and uninformed it seems little short of wanton waste to let a roomful of air out to be cooled almost as soon as it is heated.

But the question is not why, but how? Dr. D. F. Lincoln, in his little work entitled "*School and Industrial Hygiene*," makes the following suggestions on the subject:

All heating apparatus, with trifling exceptions, ought to be apparatus for supplying fresh air. It is impossible to consider the problem of introducing air without considering that of discharging it.

It is well to have the inlet of the air duct for a furnace protected from the more violent winds. It is very desirable to place it at a sufficient height (say ten or twelve feet) from the ground, in order to avoid low-lying strata of polluted air. A large furnace is best—one large enough never to need to be made red hot. Slow combustion is economical, but much more than that, it seems to supply air which has not been "killed" or "burnt."

Apparatus for heating by steam or by hot water is generally to be praised. The great point to attend to is, that the air be not heated to excess.

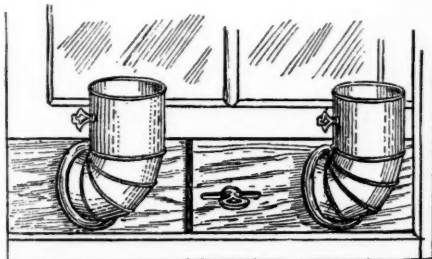
Stoves have several objectionable points. In the first place, they overheat a part of the room, and leave other parts cold. This is obviated in a degree by a screen. But a still more important objection to most stoves, is the want of a method for introducing fresh air. Almost any ordinary stove can be altered, however, at moderate expense, so as to give a large supply of fresh air. A cylindrical metal screen may be placed around the stove; it should reach to the floor and as high as the stove. Under the floor a pipe is to be laid from the space inclosed by this screen to the outer air; the pipe passes through the house wall, and may have a valve at any convenient place. This converts the stove into what is commonly called (when placed in a cellar) a "portable furnace" with "hot air box." The fresh air enters the room over the top of the screen. This plan removes the objections which attach to air-tight stoves.

Further use may be made of the stove-pipe or chimney by causing it to warm another tube, which serves for ventilation only. Thus, the smoke funnel may be inclosed in a larger pipe, which is not closed either above or below, but starting at a proper point in the room, rises with the funnel through the roof, and discharges its own quantum of impure air sucked from the room.

Then there is a contrivance for letting fresh air enter a room unwarmed without striking the inmates. One of the best and simplest is to place a narrow piece of wood under the lower sash. The effect is to

leave a narrow opening between the sashes, which admits air in an upward direction.

Then there is a contrivance for letting air enter through a sifter of cloth, in the upward direction; but the cloth can easily be perceived to lessen the ventilating effect most essentially. A better method for sifting the air (because simpler and cheaper) consists in simply tacking very thin flannel to a mosquito-frame, in the place of gauze, and inserting the frame as is usually done.



These inlets for fresh air, however, will not always let air pass. On a close day, when there is no wind, even wide open windows will not sufficiently ventilate a room full of people. If windows are placed on two sides of a room, ventilation is much more likely to do good; if on opposite sides, all the better; but in schoolrooms there is an objection to this plan, owing to the interference with the light. The true value of these window arrangements seems to me to depend on the existence of a chimney or other similar draught-compeller in the room. If air is "sucked out" by the flue, it will readily enter by even small openings in the windows; but if not, a window opened several feet will often have but little effect.

"We ask for bread and they give us pie," said an experienced teacher recently in speaking of patent charts and devices. If the teacher asks for a set of maps or a globe or some serviceable blackboard the request is sometimes overlooked. Then a smooth agent appears on the scene. He represents his chart as an absolute necessity and states that if it is placed in the schoolroom it will fill all wants. He talks and talks and finally he sells his chart and receives twenty or twenty-five dollars for his talk.—Our Schools.

Is the High School of Age?*

(See second editorial, page 155.)

Is the high school ready to throw off authoritative control of state department and college? The defects and shortcomings of high schools are freely granted; but will they develop more safely and solidly as their own masters than under tutelage of college and state department? It is conceded that many small high schools have not become of age. Is it best to entrust boards of education in the larger cities and in some of the smaller cities with final control of their high schools?

Since the high school age, fourteen to eighteen, is the age of adolescence, the problems of education in the high school are so distinct that it becomes a separate department in education. Up to this period one course of study has sufficed for all pupils, but with the high school age, new and potent factors have entered to change the child. At this age heredity comes out strongly. The Adam's apple which begins to adorn the boy's throat not only symbolizes the sin of his first ancestor, but is a warning to Johnny's parents and teachers that the sins of his fathers have come home to him to abide and develop; he has inherited the vices and also the virtues of his ancestors, and the high school problem is how to strengthen the virtues and eliminate the vices.

Then too that subtle, indefinable something called individuality appears, and Johnny is different from every other boy. It is the age of great ambition; the boy desires to be a man, to get away from the restraint of home and school, to earn his own living. He is restive under authority; his judgment is beginning to assert itself and he must learn to rely on it, and obey it. But it is also the age of very strong emotions which becloud his judgment, and it is the problem of the high school not to control the boy, but to teach him to control himself.

It is the age of duality. There are in fact, two very different Johnnys. One comes to school, a reckless, thoughtless fellow, enjoying the joke of the moment, and heedless of the work of to-morrow. But the same boy, in the privacy of his own room—too often the worst room in the house, with all the furniture that his sisters wouldn't have—as he sits in the dim

lamp light, is a very different boy. He is serious, thoughtful, a builder of air castles. Paradoxical as it may seem, the boy that we are training is not the one who comes to school, but the one whom we do not see, in the privacy of his room. To-day, we drop a moral truth in the history class. He laughs; it has gone in one ear, and out of the other. But at night as he lies and watches the moonbeams he thinks again of that truth and says to himself, "It is so." And well it is that this is the boy, the real boy, that we are training, for to-morrow the thoughtless, heedless fellow has gone, and the real, the serious boy has become a man.

The high school is not only a distinct department in education, but it is the most important department, because it covers the transition period. The boy enters the high school a pupil who learns because he is taught; he leaves it to enter college, a student who learns because he is seeking truth. He enters under the strict restraint of parent and teacher; he leaves to enter college his own moral guardian, and if he fall by the way, the college coldly says: "His early training was defective."

To be sure, results often seem unsatisfactory, for it is an age of seed-time, not of harvest: of absorption, not of expression. Later on, truths which have revolved in the boy's mind all these years appear well expressed and with marks of originality, and the college professor says, "See what I have this day taught him!" All honor to the college professor, yet let him, when he inspects our schools, sympathetically recollect that whereas we sow more than we can reap, he by virtue of that fact, often reaps more than he sows, and let him not chide too harshly our unresponsive schools.

Since the high school is the most important department in education, if any department should dictate, the high school is the one. But what are the facts? The high school is hampered by college control. It is compelled to be on the college accredited list: First, because a few of its pupils go to college, and their parents are frequently the most influential. Second, because to be dropped from the list is to be disgraced. A high school must therefore accept such terms as the college may offer, which are:

(1) The course of study must meet the approval of the college. This may mean

* Abstract of an address by Prin. C. C. Parlin, of Wausau, at the Wisconsin State Teachers' Association.

that the college virtually dictates the course of study.

(2) The work of each teacher must meet the approval of the college inspector. This may mean that the college may dictate methods of instruction, limit the choice of books to a few special texts, and secure the advancement of teachers who meet its approval and the discharge of others.

I had an experience in getting a girl into an eastern college that was suggestive. From the catalog, I judged the entrance requirements to be moderate; e. g., an elementary knowledge of United States history through the Revolutionary War. (This college, which had never heard of westward expansion and the development of the American nation, was located in Massachusetts!) I sent Miss Smith's record, together with a certificate as to the reliability of my recommendations, kindly furnished me by our State University. The college replied that if we would add a little to our course in Latin composition and introduce a book written by one of their professors, they would accredit our school. I replied that I would personally see to it that Miss Smith took the composition as they desired, and would further agree never to recommend to them any pupil who had not done this work. But they answered in substance, "You do not seem to understand us. We do not admit individuals, we accredit schools. We do not care what Miss Smith has had, we want to know what your course of study provides, for on that we accredit your school; then and then only, can we admit her."

I suspected that our board might be unwilling to surrender control of their course of study to the Massachusetts college, dropped the matter, and tried Vassar, sending the records and this testimonial:

Miss Smith probably does not meet exactly your requirements; but if you desire to know only whether she is ready for college, I personally guarantee not merely that she will do satisfactory work in the studies she desires to take, but that before the end of the first year she will be one of the best in her class.

Imagine my surprise upon receiving a reply from the secretary:

At a meeting of the Faculty on Monday, it was voted to place the High School of Wausau upon their accredited list, the committee being able to report favorably much more promptly than I had suspected possible.

Of course, Miss Smith wasn't in yet, for who ever heard of getting a girl into college without filling out a blanket circular in which every question is asked which curiosity can suggest except the value of the principal's watch and the age of the women teachers? Then, too, the faculty member who has written a textbook containing exactly the information a pupil must know in order to pursue his subject any further, had to be propitiated; but after all, the essential thing had been easily done.

Next year I wrote again: "Miss Smith has a sister, in some studies stronger, in others weaker, will you take her?" They did. A year later I received notice from Vassar: "All certificate privileges to this college expired January 1, 1902. Among the schools replaced on the list is the one of which you are the principal."

While the details presented the usual vexations and unintelligible red tape, the essential principle seemed sound. Accept the first one on good faith, the second on the record of the first; on the record of the two, accredit the school.

The college must protect itself against the incompetent. Suppose instead of accrediting schools colleges accredit principals. Let them ask a few questions: What studies will your candidate take next year? How well is he prepared for each? What kind of work will he do in each? How much natural ability has he? What are his personal habits? These reports should be confidential. Let them accept the first candidate on faith and judge the principal by results, informing him wherein his estimate was correct wherein faulty. Would not the college thus receive better information? The school at least would be free when only its results are judged. When we consider that only a small percentage of high school students ever enter college, it is evident that the high school should be controlled not by the college, but by the community that supports it.

How about state control? The board of a free high school makes a remarkable contract with the State of Wisconsin. What does the board get? \$453. What does the high school get that it would not otherwise get? Nothing. The community and the board take enough interest in their high school to furnish what seems to them necessary without state aid. More than that they will not do.

Rural high schools just struggling into existence may need state aid and paternal tutelage; but the robust high schools do not. Where is there one such that would cut down expenses if deprived of the \$453? Last July I attended the district meeting in a poor district. Two hundred laboring men were present; the board asked for a certain sum; a man moved to increase the amount by \$500. Without debate it was carried unanimously.

What does the city give the state for this \$453?

(1) It adopts a course of study approved by the state superintendent. The courses of study in most of the small cities of Wisconsin are practically identical with the state course. Although the history teachers have for several years been urging a three years' course for history, with the United States history in the last year, the two years' course, with United States history in the first year, seems to be the rule. Few Wisconsin high schools have chemistry, while most have botany. A uniform course of study for the grades would seem less objectionable; in the age of adolescence, individuals differ widely and courses must multiply. Communities differ and courses must differ; might not the course for a mining town differ from that of a farming community? Yet in this state we have this anomaly: The courses of our city grades differ—no two alike; this means that preparation for high school differs, yet the high school courses follow one pattern. Boards of education adopt courses for the grades without external pressure, and they do it well. A uniform system for the grades would not meet local needs so well as do the courses that have been adopted by the boards. Ought they not to be equally free to adopt high school courses when local conditions require wider differences?

High school boards erect \$50,000 buildings without even a suggestion from outside authority, and the magnificent structures testify to local intelligence and compare favorably, both in arrangement and in construction, with institutions erected under state assistance. Are the boards not equally competent when assisted by their superintendents to frame courses of study without restriction from state authority?

(2) The city agrees to execute its course of study rigidly. Adolescence is the age of individual idiosyncrasies; but

the board agrees to disregard these, agrees to graduate no pupil who has not attained the pass mark in every study of the course. If a child is defective in one study, no substitutes are allowed, no amount of excellence in other lines will entitle him to a diploma. If a child shows special aptitude in one line, he shall not be allowed to specialize in that at the expense of dropping word-analysis from his course.

I had two boys who were remarkable spellers. One of them could misspell as many words on a page as Josh Billings, and never be conscious of the fact. But spelling is not on our course of study, and therefore we graduated him; and spelling is not required for admission to the University of Wisconsin, and they admitted him. Though he tells me that his spelling elicits enthusiastic comments from all his teachers, he is allowed peacefully to pursue his work, which I understand he is doing with credit to himself and the school. He even tells me that he is beginning to catch on to the system of spelling somewhat, so that he is able to tree most of the words with a dictionary. The other boy who was a close second in the matter of spelling, was something of a genius in science, and the fact that he could misspell a monosyllabic word, did not prevent the University of Chicago from graduating him at the age of nineteen. Because he was a genius in chemistry, the University of Berlin recently graduated him a Doctor of Philosophy, *magna cum laude*; and it is said that he received the highest marks that were ever given at that institution to any person in any subject. Now, suppose that instead of being defective in spelling, he had been defective in algebra or history; not only would the University of Chicago have not graduated him, they would not have entered him; he could not have received a high school diploma. The girl who is defective in mathematics never has a chance to see whether she can get a Ph. D., *magna cum laude*, in literature.

(3) The board will employ only those teachers whose qualifications are approved by the state superintendent.*

(4) The board will allow its schools to be inspected. The inspector visits each teacher a few minutes, makes a judgment of her fitness to teach, reports it in writing to a central office where it is put in a

*Mr. Parlin enters no objection to this.—Editor.

permanent file, and often reports it also to the local superintendent or board.

A lady teacher comes to school and finds an inspector; she knows that he will make a report to central and local authorities which may be the means of her discharge, and prevent her from securing another position elsewhere. Is it any wonder that she has mental paralysis; that before her blurred vision, Johnny and Mary get so confused with Shakespeare and Julius Caesar that she forgets to call on them; that she forgets to assign a lesson, and then fires one at their retreating forms? When a teacher whose life has been passed in the calm and uneventful round of duties as student and teacher, is suddenly, without an hour's notice, put on trial with her professional career at stake, is it any wonder that she fails?

When the inspector has told the frightened teacher what no one knows so well as herself, that she has made a failure, that she has talked too much, that she has shot over the heads of the pupils, is it any wonder that she tries to defend herself, and then goes home to worry and perhaps to weep; is it any wonder that the principal finds her next day in a state of mental collapse, with her efficiency impaired for a week? And what is all this for? I wonder whether we have not been parading before the critical eye of the inspector like a procession of interesting bugs under the microscope of a scientist. Much is the scientist edified by what he sees, but what good does it do the bugs? Since the attitude of the teacher toward the inspector at first is one of fear and trembling, and as soon as criticism is offered, is one of antagonism, the present inspection system can do little if anything to improve the school.

If the collegiate and state authority dictate courses of study and methods of instruction, inspect schools, recommend removal of teachers and, on request, recommend others for their places, what is left the board of education to do? Pay the bills.

Let me tell you what I dreamed one night. Yesterday Johnny gamboed in green pastures—in the grades; to-day he recklessly crosses the switch-yard of adolescence with engines of destruction whizzing all about him—a high school pupil; to-morrow he will tread the campus of manhood—a college student. The yard-

man receives the grade boys as they flock in on him. In the middle of the first track the keeper of the college campus shouts, "Stop there five minutes for body twists; the boy had better get run over than not stop there five minutes, for even if he does get across those tracks, he can't walk on this campus unless he spent two weeks on simultaneous quadratics." Another man shouts, "Hi, there, get the boy off that track; I am state superintendent of roads, and I say the boy shall stand three minutes on this track and five on the next, no matter what some one else says." If then by multiplicity of bosses the yard keeper lose a few boys, is it any wonder? Is it any wonder if a high school principal becomes discouraged and resigns to become a city superintendent or a college professor, since he is allowed to conjugate the verb to boss only in the first person passive: "I am bossed; I was bossed; I shall be bossed."

What should the state and the college do for the high schools? First, they should acknowledge their more matured sons to be of age. Second, they should nurture the infants, but with the end in view that they should as quickly as possible be taught to walk upright, the masters of their own destinies, and not keep toddling along in swaddling clothes. Third, they should retain their inspectors, but take away their powers. Strange as this may seem, the inspector would at once become more influential. He would say to Miss A: "I shall visit you to-day; what I see shall be strictly confidential. I shall make no report, complimentary or otherwise, to any authority, central or local." Miss A at once breathes easier and goes on about her work as usual. At the close of the recitation, the inspector talks with her. He will not criticise too much; criticisms only deject; they only make us introspective, and one can never advance by introspection; we can advance only by effort to reach an ideal; so he will give her an ideal to attain. He says "Next time I see you teach, I will see whether you have attained that ideal." To the superintendent, he will give no hint as to how well he thinks the teacher does, but might say, "I gave her this suggestion, and if you will help her with it she will try to attain this ideal." The inspector should be given the opportunity to see the best secondary schools of the world. The University of

Wisconsin did well to give their inspector an opportunity to see the schools of Europe; they ought to give him a month each year at full salary and expenses to see the best in America, that he may come each year brim full of inspiration. The inspector should also give an inspiring talk to the school, so that the day after his visit, the school, instead of being worn out nervously, as if having been dragged through an awful tragedy, will come with brighter faces, and be better students and nobler boys and girls.

* * *

The attitude of the wise parent when his son becomes twenty-one, is not to hold over the grown man the whip of paternal authority, nor to bribe the son by a pecuniary offer to surrender the rights of manhood. The central authorities should recognize that the high schools have reached their majority, and should give them every assistance in becoming independent.

Lessons in Politics.

"The army, my son, is a necessity. It is impossible to conduct a government of the people, for the people, and by the people, without plenty of soldiers."

"Was this the idea of the forefathers?"

"The forefathers were confined by a narrow horizon. In their day Ohio was a wilderness, and world-politics had not been invented."

"But the eternal verities, father?"

"Are subject to revision, by their friends. Moreover, they apply differently to different exigencies. As to our military policy, the eternal verity of the matter is that the business of the army is to extend the blessings of liberty. Until lately it was the opinion of right-thinking men that a few distant peoples were about the only ones to whom the blessings of liberty need be extended. But within the last few months it has transpired that when an American citizen with a family finds his wages fallen below one hundred and fifty dollars a year, he lapses into such a frame of mind that the blessings of liberty have to be extended to him, also, now and then. Of course, we cannot

maintain our unexampled prosperity with everybody insisting on participating in it. No, my son, the army is indispensable."

—Life.

Teachers' Institutes in Wisconsin.

BY S. Y. G.

In Wisconsin \$14,000 is spent each year by the state for the maintenance of teachers' institutes. This comes from the general fund and from the Normal School fund. Besides this, there is a further sum of about \$9,000 raised from examination fees paid by teachers; this constitutes the county institute fund. The purpose of the law creating it was that it should be expended by the county superintendents for holding county institutes and paying for lectures. Nominally, it is thus expended; but by a peculiar system of administration which has tended strongly and constantly in recent years to centralize full control of all the institutes, both county and state, in the state superintendent's office, this county fund has become practically a supplementary fund for the maintenance of the state institutes. Whether it is wise to combine these funds under state control, I shall not now argue, but merely state the fact that in all but a few counties they have virtually been so combined. The county institute as such has ceased to be, and the county superintendent is no more of a factor in determining the character of the institute work than he was previous to the enactment of the county institute law in 1895; he no longer employs lecturers for the institute, and he is instructed from Madison just how much he is authorized to pay each instructor, the names of all who are licensed being submitted to the county superintendent in a regular price-list. In 1898-9, fifty-three counties held institutes under the county superintendents' management and supervision, and nearly all of them employed lecturers besides the instructors. The record shows that the county superintendents had at that time begun to realize that un-

der the law of 1895 they were entrusted with important powers in the management of institutes; and they showed good judgment in what they did; among those employed as lecturers we find the names of Pres. Salisbury, Prof. Freeman, Prof. L. D. Harvey, Mrs. Eva D. Kellogg, of New York, Jenkin Lloyd Jones, and O. T. Bright, of Chicago, and Prof. F. C. Eastman, of Iowa. But the next year a great change occurred. In some way the county superintendents seem to have been hypnotized into a reactionary movement toward provincialism and mechanism, and an almost complete surrender of their function in the management of institutes. For that year, instead of 53 county institutes the report shows only sixteen; instead of sixty lectures only one.

Another innovation of recent years, already referred to, is the holding of the institutes in the short season of the summer vacation, a period of about six weeks, and the lengthening of the sessions from a week to two, three, and even four weeks. Formerly a considerable number of one-week sessions were held in March and April, and many short term institutes of two or three days were held during term time throughout the year.

This change has necessitated a great increase in the number of instructors employed, and a consequent lowering of the average standard of their attainments. There are about thirty or forty men and women in Wisconsin who easily rank as first-class institute instructors; this number is probably as large in proportion to the number of teachers as in other states of the Middle West. Of these, perhaps a score might be classed as experts. Adding others who may be graded as fairly good, the total will foot up, say sixty or seventy. These would be sufficient to do all the institute work required if the sessions were restored to the former standard of a week, or in rare cases two weeks, and distributed throughout the year with numerous short sessions in term time. But they

cannot do it all in the summer vacation with many of the sessions from two to four weeks long. Hence about twice as many are required, and under the present plan 120 instructors are licensed. Many of them work in only one institute; not much opportunity is thus offered an instructor to become an expert or to spread into a wide field the good things which he may have to impart—if indeed so much individuality were permissible under our present mechanical system of institute instruction.

Our institutes have been growing more and more provincial and the work increasingly mechanical. It is not to be wondered at therefore that many teachers refuse to attend through the long terms that have recently been in vogue, or that so few of those classed above in the first and second groups, are found in the institutes at all. Provincialism is fostered by our system of license which practically debars men and women in other states from working in Wisconsin.

Within the past year there passed away two eminent educators, Col. Parker and Dr. White. How many Wisconsin institutes ever enjoyed the inspiration that the presence of either one of those great men always gave to a company of teachers? Until recently, Sarah Louise Arnold and Sarah Brooks were near neighbors to us here in Wisconsin, and they are both institute workers of wide reputation. Did our teachers see them often? And then there are others: William Hawley Smith, A. E. Winship, Frank Hall, John W. Cook, Jaques Redway, O. T. Bright, the McMurrys, Prof. Sparks, O. T. Corson, Miss Hamilton, Miss Logan, Miss Patridge, Mrs. Kellogg—all these work over a wide field in the institutes of other states and are sought after eagerly, but they are not known to Wisconsin institutes. It is true that the state and sectional associations have risen above the provincialism of our institute system and have called some of these leaders to our

state; for this their managers deserve great credit.

Imagine Smith, Winship, Hall, or Cook attending a "School of Institute Instruction" for a week to learn that there is one universal best method of presentation that will fit each and every subject and lesson! Think of Redway, Bright, McMurry, or Sparks making out "lesson plans" of the "1, 2, 3, 4" pattern—"I, Aim. II, What must be known or done? III, What pupils know or can do. IV, What remains to be known or done?" And yet this is the strait and narrow way that leads to an institute license.

Twenty-three thousand dollars is a considerable sum to expend for teachers' institutes in a state the size of Wisconsin. We are feeding our institute horse enough oats, but it is laboring under the weight of too much harness. We proceed on the theory that in every county each year the work should be the same as that in every other county having an institute of the same length. An "institute circular" which is a book about as big as the New Testament is given to each instructor. It tells just what to do in each branch each day, and exactly how to do it. In many cases the particular paragraph and even the sentence to be treated in each recitation is designated. To make sure that this is done, the instructor is required to write down every day just what he did at each recitation period and send this report to the state superintendent at the close of the institute. Then, lest the instructor might be tempted to inject a dash of originality and escape censure by writing up the report according to the requirements of the circular rather than the facts, the county superintendent is asked also to make a detailed report of what was done by each instructor every day and in each particular subject and recitation period. Thus, the county superintendent is expected to occupy his time in clerical work—or as a spy. These written reports are sent the following year to the next in-

structor in that county, ostensibly for the purpose of guidance, so that the present may hitch on to the past and properly articulate with it; yet with comical inconsistency he is expected again to follow a definite, detailed and rigid syllabus in which the work for each day and subject is outlined with painful exactness.

In the summer of 1901 my work for two weeks was at Merrill, Wis. At the Lincoln Hotel, the food was palatable, bountiful, nutritious and well served; from day to day there was sufficient variety to stimulate appetite. The past summer I was at the same hotel during the institute. I could not remember the details of the various bills of fare of the year before, but although a new landlord was in charge, the food was equally good and wholesome; yet probably none of the meals would correlate, articulate or harmonize physiologically or gastronomically with those of the previous year, and I did not ask to be shown a record of the former menu cards. Is there not a parallelism here? If wholesome and palatable, what matter how the physical or the mental pabulum compares with what was served a year ago?

A syllabus extended to minute details reduces all instructors virtually to the same level, or rather it makes an instructor unnecessary. Any one who can read can point out the lesson to be studied, and almost any member of the class could call on the others to "go on from there." In such a scheme the instructor needs only to stand like Meg Merilies as she dipped a spoon into the scalding hell broth and said to Dominie Sampson, "Gape, sinner, and swallow."

But it would not be right to make this discussion merely iconoclastic. He who would smash an idol or satirize a superstition should at least point the way to something better. Destructive criticism may have some value in clearing out noxious growths, but fairness requires that it

should be accompanied by constructive suggestions.

WHO SHOULD BE THE INSTITUTE INSTRUCTORS?

The ablest and most skilful men and women available, teachers who are able to do at least one thing exceptionally well—who have a message to the rank and file, and who can deliver the message in a telling and effective manner. The number of those who can do this is not large, hence each of them should be employed in as many institutes as practicable. To this end, the sessions in different counties should not be bunched into one short season of one or two months, but distributed through the year as widely as circumstances will permit. Some of them may be held in the spring at the time when the schools generally have a week's vacation, and many may be held for terms of two or three days each during the school year.

WHAT SHOULD BE THE SUBJECT MATTER TAUGHT?

Within certain broad and very general limits, each instructor should have full liberty to teach the thing he can teach best, and in his own way. Only thus can we hope to develop, conserve and utilize that individuality which is the essence of intellectual freedom. No good reason can be assigned why all the counties in a state should follow the same program of institute work; nor is it necessary that in any particular branch, as arithmetic or geography, the same topics should be taken up in any two counties in the same season, or a uniform method of presentation be followed. The notion that there is any advantage in state uniformity of institute work is born of the Aunt Nancy disposition to regulate all things by a program clock, and sired by the spirit of the martinet.

HOW CAN THE INSTRUCTORS BE SELECTED?

First, there is a permanent nucleus of a corps of institute instructors, consisting of the seven conductors, one from each

normal school; these are selected with a view to their special ability; they are experts in this field.

Second, the faculties of the state normals and the county training schools can easily furnish enough more acceptable workers to bring the total up to about twenty.

Third, the state superintendent, together with his inspectors constantly in the field, will discover in their visits throughout the state a considerable number of teachers each of whom is able to do some one thing exceptionally well. Here is one doing excellent work in, say arithmetic or some special topic in that subject; another shows unusual skill in some phase of primary teaching; another has developed a method in history or geography with which the teachers of other counties ought to be inoculated; this one's light shines with special brightness in the reading class: set it on a candlestick that it may give light to the next county also, or pass it around to a group of half a dozen counties. The inspectors will find the best, and the superintendent will widen the field and extend the influence of each through the institute work. The good things will no longer be sporadic, they will become epidemic, and the best teaching in the state will spread as by a contagion; a premium will thus be put upon the development of power and skill.

Fourth, the county superintendent is an important factor that should not be eliminated from the problem of selecting the instructors. Many a valuable institute worker is discovered by the county superintendent, and when he finds and recommends one for his county that should be sufficient to insure a trial appointment. It may not be amiss to add that in those states in which the institute ranks highest as a vital force to inspire the schools, it is wholly under the management of the county superintendent.

Fifth, the county superintendent should be permitted and encouraged to employ

men and women of eminence in educational work, without regard to state lines; this for the uplift that comes to a body of teachers through the inspiration of contact with great leaders. The "educator-at-large" can be utilized most conveniently in the short term institutes, many of which ought to be held during the school year, though some of them can be secured for short terms during the summer vacation also. If the present law in respect to license cannot be made flexible enough by a liberal interpretation, or if it cannot be administered in a spirit so broad-minded as to remove the barriers which hitherto have deprived our institutes of the right to get the best from the widest field, then the law should be amended. State lines ought not to be educational trochas.

Some Good Advice.

Supt. L. N. Gerber, of Hamilton county, Iowa, issues a circular to his teachers which contains so much sound admonition and put in such a pointed style that we pass it along, feeling sure that it will apply in many other counties. Mr. Gerber says:

We have commenced and are well under way with another term of school, the most important of the year, the term in which many of the older boys and girls have enrolled and no doubt some of them for the last time. I hope you will not consider me impertinent if I mention a few things, that in my opinion deserve your serious consideration.

Is your schoolhouse clean and comfortable and otherwise in such condition that a school may be taught in it without jeopardizing the physical, moral and spiritual welfare of the children? Has the floor been washed, and have the walls been thoroughly cleansed and are they now adorned with at least a few well selected pictures? If this part of the preliminary work has been neglected, I hope you will make an extra effort to have it attended to. If you are unable to induce the proper officers to do this, I would suggest that you organize an old-fashioned "bee" with your pupils, and you yourself superintend the job on the first Friday afternoon. It will be time well spent and conducive to better results

in your regular school work. Demonstrate to your pupils conclusively, that "cleanliness is not only next to godliness," but a part of your profession, both in precept and in practice.

Endeavor to make your school the best school. Impress upon your pupils that each member is to some extent responsible. Control with kindness, but firmness. Make but few rules and thus minimize school trouble. Be neat in blackboard work and insist upon neat work by the pupils. Children are great imitators, and you are responsible for the habits they form while attending your school.

The oily tongued canvassers are again in the land, and no doubt will be pleased to share your time. Some of these sharks have already manifested their intentions by calling at this office, and endeavoring to get your name and address in order to have you properly located. None of them have received any satisfaction or aid here, but they will find you nevertheless. Each one will tell you the same thread-bare story: "I have interviewed your county superintendent and have called on you expressly because of his request," etc. They will offer you the same, or some similarly wretched reprint of a cyclopedia, worth from \$2 to \$3, at a price of from \$12 to \$27 as they have in the past, and doubtless a few of you will be victimized.

A jewelry fiend is now canvassing this county for the purpose of properly equipping the young and inexperienced school-ma'am with the first part of her professional paraphernalia—a "gold" watch. For his pains, he expects to receive a lien upon the lion's share of her winter's salary. Should he visit you and find that you are using a new nickle alarm clock for a time-piece, he will be sure to allude to it as very unbecoming and much beneath the dignity of your calling. If you have temporarily accepted of your big brother's nickel case American made chronometer to aid you in dividing your time into the proper recitation periods, he will endeavor to belittle it and appeal to your professional pride in that way. Or if your grandfather's old English key-wind, with a bull's eye crystal and a tick like a trip-hammer, but endeared as an heirloom to the family, and because of its age and quaintness alone, worth more than his entire stock in trade, should grace your body or your desk, he might even insult you by offering to take it as part pay for one of his. He will try

every means to leave one of his imitations with you.

Nearly all these sharks are good looking, well perfumed and much given to coquetry and flirting. They may not all follow the same method in landing a victim, but they are generally sure of success if any time is granted them by the unwary school-ma'am.

You will receive solicitations from life insurance men, who will present to your already mathematically worried mind, long and visionary problems of annuities, dividends and other pecuniary results. You will be interviewed by land agents who will give you the unmistakable evidence that a small investment in a piece of old mother earth, located, of course, in some heretofore unknown paradise, will make you independent. You will be asked to give a part of your time to stock investment schemers, having for sale stocks in gold mines, silver mines, copper mines, etc. Oil well stocks will be offered you, "watered, in milk, raw or upon the half-shell."

Now it may be that you wish to invest in some of these ventures. It may be that you have a natural desire to patronize fakirs without giving the matter much thought, but what I wish to have distinctly understood is that I do not care to have my name nor this office used as a leverage to effect sales of this kind.

The Librarian of St. Louis, in a paper read at Detroit, urged that our old friends, the Least Common Multiple and the Greatest Common Divisor, be cast out of our arithmetics, so that the children should have more time to read. Looking back to a somewhat distant boyhood, we recall that we had in *our* arithmetics not only the G. C. D. and L. C. M. but Tare and Tret, Alligation Medial, Aliquot Parts and Duodecimals. Nevertheless, we had plenty of time to read, and had a large margin left over for play, and to make life interesting to the adult inhabitants of our village. The Librarian, like other specialists, thinks his own department of human affairs should overshadow the earth.

The G. C. D. and L. C. M. are doing nobody any harm. Let them not be disturbed.—Western School Journal.

Blackboards.

If the blackboard consists of plastered walls, old and badly cracked, the cracks and holes should be filled with a mixture of lime and plaster of Paris, using one-half of each. All loose plastering should be removed and replaced. The entire surface should be sand-papered as smooth as possible, and then covered with two or possibly three coats of alcohol slating. Each coat should be smoothed with old sand paper before the next is put on. Put the slating on with a flat camel's hair brush. Do not rub the slating; it is put on with one or two quick strokes and dries at once. The last coat should be treated with pumice stone to render it smooth. When the board is properly finished, it will be as smooth to the touch as the surface of a school slate. Do not put on the first coat until the surface is perfectly smooth.

In case boards have been used, the surface is sand-papered smooth and slated in the same manner as the plastered surface. Any smooth surface may be covered with strips of manilla wrapping paper. The paper must be put on without wrinkling. Use flour paste. Apply two or three coats of slating and smooth each successive coat.

The above surfaces will stand constant wear for a nine months' term and should then be reslated. A cheap alcohol slating can be made from the following: 1 gallon alcohol, 2 pounds gum shellac, 4 ounces ivory black (not lampblack), 1 ounce fine flour emery. This quantity will cover 350 feet of surface, two coats. The shellac must be cut by the alcohol several days before the other ingredients are added. This recipe may be filled at any drug store where paints are sold. Do not use oil paints; paint is cheaper than slating, but worthless for blackboard purposes.

Plastered walls for blackboards are very durable when properly constructed. Stud-ding should be placed eight inches apart. A solid backing of one-inch sheeting should be placed one-half inch back of the lath. Use plenty of hair in the first coat

of mortar; the second coat should be well floated.—E. R. Traver, in *Oregon Teachers' Monthly*.

Willie Wiggles.

Miss Chloe's patience was about exhausted. A semi-wayward brother of twenty-four had called the evening before for her to loan him \$20, suggesting that he might be tempted to do something desperate if he did not have it. She could not do it and did not, and he left in a rage, after which she passed a nearly sleepless night.

Willie was perpetual motion the next afternoon. She began by saying: "Willie, sit up and keep still I tell you."

Then it went on until she said with emphasis: "Willie if you make me speak to you again, you will take your books and go home."

This was an unusually serious situation for Willie, and he sat still, at least, he thought he did, but Miss Chloe's habit of speaking to Willie led her to say:

"I tell you, Willie, to sit still." She would not have said it had it occurred to her at the minute that she had threatened him if she spoke to him again. But the children had not forgotten it.

"Teacher, you said if you spoke to Willie again he must take his books and go home," said Sammy, who was a born mischief maker.

Miss Chloe pretended not to hear, but Sammy kept motioning Willie to go, and so he said: "Teacher, must I take my books and go home?"

With a regretful tone she said "Yes."

Mrs. Warden was ironing in the kitchen. She was always at work. She could always find something to do to get her up an hour before the rest of the house and keep her up until all were asleep. She was always tired. She showed it, but did not talk about it.

"What's the mater now, Willie, that you

have brought your books home? Can't you sit still?"

"I'm 'spelled 'cause I can't sit still, but I can help you. Here, let me take the iron and do the pillow cases, and other easy things."

Mrs. Warren let him take the iron while she put on her sunbonnet and went out on the street. By and by she met the superintendent, who raised his hat to her, but she stopped with an emphasis that made him stop. He never liked to talk schools on the street, and had a rule never to hear complaints except at the office from 4 to 5 p. m., but there was something in Mrs. Warden's manner that did not make it easy to postpone the interview. He did not say, "Speak on," and he did not need to say it, for she spoke right on.

"Willie's been 'spelled."

"That cannot be. I must do the expelling."

"Well, he brought his books home and said he was 'spelled 'cause he didn't sit still. He can't sit still. He can't do it. Willie wiggles."

"I will look into the matter. In what grade is he?"

"In Miss Chloe's room."

Mr. C—— heaved a gentle sigh of despair.

"I told you Willie wiggles. He can't sit still any more'n you can stop jiggering your watch chain."

Mr. C—— dropped his watch chain as though it was molten metal.

"I didn't mean no offense, but Willie is a good boy. He wiggles just as his biggest brother did, and he's a mighty smart man, and is making lots of money. Willie don't play much. He likes to work. He washes dishes and wipes them, and puts them away. He cuts the wood and does chores. He's the best boy I know, but he can't sit still."

"Send him back to school; it will be all right."

"Taint no use. There ain't no place

in school for a boy that wiggles. Willie says so. I should think you ought to have one school where boys as wiggles can have something to do aside from sittin' still."

"Here, tell Willie to give this to Miss Chloe this afternoon," and he handed Mrs. Warren this note, which he had scribbled all over one of his visiting cards:

"Take Willie back. He wiggles and so do I. Give him something to do besides sitting still. Come to my office at 4:30 if you can."—A. E. Winship, in *Journal of Education*.

Notes by the Way.

BY S. Y. G.

An institute conductor working over a wide territory comes in touch with men, women and things and bits of local history and geography in the course of his travels which other teachers may be interested to know. The series of articles touching these matters, which was interrupted for the past few months will now be resumed.

One of the largest institutes in which I worked in recent months was at

CEDAR RAPIDS, IOWA.

In Iowa a distinction is made between the county institute and the professional teachers' institute. This was a professional institute, composed of those who hold professional certificates, that is, state certificates obtained by examination or by graduation from a college or normal school. At the professional institutes little is attempted in the way of academic instruction, the work being presented chiefly in the form of lectures; but the county institutes are sectioned into four divisions and academic lessons are given.

Cedar Rapids is a leading intellectual, social and business center of southeastern Iowa. The famous Quaker Oats factory and other manufacturing plants have marked it as distinctly different from most of the smaller cities in the corn belt. It has good school buildings and equipment. Superintendent McConnell, until recently a member of the faculty of the University

of Iowa, is one of the leading spirits in a scientific and literary club, which meets fortnightly for serious discussion of important subjects. The evening the writer had the pleasure of meeting with this club Prof. McConnell gave a thoughtful and carefully prepared paper on the ship subsidy bill. Prof. McConnell is a fine type of the scholarly superintendent who is also a man of affairs.

At Washington and at Wapello, Iowa, typical county institutes were held; the members were mostly teachers in country schools, which means in Iowa, as a rule, a company of earnest, wide-awake teachers. One of the most interesting points in Iowa in which I have worked is

KEOKUK.

Here I met as co-workers an interesting trio of institute men, E. C. Hewett, of Illinois, who is seventy-five years young by the almanac, but alert and efficient as an instructor, Prof. W. W. Deatrick, of Pennsylvania, whose good work in psychology and grammar was highly appreciated, and S. H. Trego, of Mesopotamia, who sheds wit, wisdom and genial good fellowship as a lamp sheds light.

Lee County is noted for having two county seats, Keokuk and Fort Madison, and a fierce rivalry has sometimes prevailed between the two ends of the county; but Superintendent Stewart succeeded in getting and holding the attendance of the teachers from both sections.

Probably few persons would take the question seriously if asked where there are locks on the Mississippi river; but at Keokuk all the boats pass through locks; here the river flows through a true gorge the bluffs approaching the water on both sides. In the early days before the government locks were built, the Mississippi was cut at this point into two separate waterways, a portage was necessary and goods were unloaded and carried about four miles around the rapids; hence Keokuk was called the Gate City, a name which is still

applied to it. The city was named after Keokuk, a famous Indian chief who was a friend of the white men. He advised his braves against engaging in the Black Hawk war, arguing that it was futile to resist the white man, but added that if they insisted he would lead them, on one condition, that they should first kill all their own women and children, then cross the river and fight while any of them remained alive. This terrible proposition caused his tribe to desist and they took no part in the war. Keokuk's body was recently brought from Kansas, where he died, and was interred at a beautiful spot on the river overlooking the city which bears his name, and a suitably inscribed monument erected to commemorate his deeds.

The Educator.

The following clipping was found in a scrap-book, and is about seventeen years old. It was written by a keen and witty teacher who afterward became an "educator"; later he developed symptoms that seemed to mark him as a philosopher, but he escaped by graduating into the larger school of business pursuits, and is now a useful and highly respected citizen; hence we refrain from revealing his identity:

A CATECHISM FOR THE 32°.

What is a teacher?

A teacher is one who works hard in a classroom instilling, or attempting to instill knowledge into the heads of children.

What is an educator?

An educator is a man who talks theory but does no work. If an educator does no work, how then does he subsist? He is paid a large annual salary for criticising the work of the teacher when it is defective, and taking all the credit when the work is excellent.

Name some of the varieties of educators?

City, county and state superintendents and in many cases presidents of normal schools and principals in large cities.

Are not the positions which educators may fill rather limited in number?

The number of such positions has

greatly increased within twenty years. We hope however, to see the day when our large cities will have superintendents of music, drawing, languages, penmanship, statistics, discipline, ventilation and other specialities—all drawing large salaries.

Shall we not then need a superintendent of superintendents?

The position now exists in fact, if not in name. Such positions will be further increased.

Describe the manner in which the average educator puts in his time.

It is principally incumbent on him to maintain the dignity of his profession by looking wise, and insisting that educators should be better paid. He belongs to a state teachers' association where he reads papers and talks learnedly.

What is a state teachers' association?

A mutual admiration society of educators, spiced with a few book agents.

What qualifications should an educator possess?

Educators often succeed without any qualifications visible to the naked eye, indeed many of our leading educators owe their advancement wholly to an ability to look wise and appear deep. An educator, however, who is a good talker and knows psychology and other large words has success assured.

What finally becomes of the teacher?

He gets into trouble with the directors' children. An educator is called in who explains how easily PROGRESSIVE teachers may avoid such difficulties and advises the district to hire one.

What becomes of the educator?

He is called to a wider field of usefulness, with a larger salary attached.

What should we aim to be?

Educators! (Prolonged applause.)

An immense anti-cigarette crusade is to be started with Chicago as its headquarters. It is proposed that "one million children from all over the land write letters to the tobacco trust, protesting against the manufacture of cigarettes. Uncle Sam will be the beneficiary in the postal department. That is all the good this thing will do. The manufacture of cigarettes is not likely to cease "by request."

Review Exercises in Elementary Grammar.

J. N. PATRICK, A. M., ST. LOUIS, MO.

(Copyrighted 1902.)

A preposition is a word used to connect other words and to show the relation between them.

A preposition shows a relation between two terms—an antecedent and a subsequent. The subsequent term is called the *object* of the preposition. The object of a preposition is usually a *noun* or a *pronoun*.

EXERCISE XI.

PREPOSITIONS, CONJUNCTIONS, INTERJECTIONS.

EXAMPLES. 1. The house on the hill is mine.
2. He went *after* him. 3. He came to town.

NOTE.—The object of a preposition may be an adverb, an adjective, an infinitive, a phrase, or a clause used as a noun. It is always a noun-term; as, He did not succeed till *then* (adverb). Lift up your voice on *high* (adjective). Wait till *after the shower* (phrase). Listen to *what I say* (clause).

It frequently requires two or more words to express the relation that a noun-term bears to the word which it modifies. Such a group of words should be treated as a unit. The following are examples: *Out of, from out, as to, as for, on board of, on this side, along side, in front of, in spite of, by way of, by means of, because of, instead of, in regard to, in respect of, for the sake of.*

Such groups are called *complex prepositions* or *preposition phrases* (not prepositional phrases).

In such combinations as the following: *put in, go up, go down, cut through, pass by, climb up*, the preposition may be parsed as an adverb when it is not followed by an object.

Some verbs take a prepositional complement, the verb and the preposition being the equivalent of a transitive verb; as, He *carried off* the prize. The judge *winked at* the iniquity of the decision. She *laughed at* the young man's mistakes.

This important fact should be clearly understood by the pupil. The teacher will show that the verb and its prepositional complement do the work of a transitive verb.

NOTE.—The correct use of prepositions can be acquired only by correct thinking and practice. Clear thinking usually selects the right word. The choice of a preposition depends upon the exact idea to be expressed.

In the use of a preposition inaccuracy may occur: (1) in choice; (2) in position; (3) in insertion or omission; (4) in repetition.

Improve each of the following sentences and show that the revised sentence is better English than the original one:

- (1) The sultry evening was followed, at night, with a heavy storm of rain.
- (2) The soil is adapted for hemp and tobacco.
- (3) Congress consists in a Senate and in a House of Representatives.
- (4) The government is based in republican principles.
- (5) The book is different to that.
- (6) He broke his cane to pieces.
- (7) The case has no resemblance with the other.
- (8) He was accused with having acted unfairly.
- (9) You may rely in what I say, and confide on his honesty.
- (10) These bonnets were brought in fashion last year.
- (11) The bird flew up in the tree.
- (12) He let his dollar drop in the creek.
- (13) I differ with you on that point.
- (14) Raise your book off the floor.
- (15) A boy fell in the river.
- (16) At noon is the hour for dinner.
- (17) We live at New York in a hotel.
- (18) Have you ever met with him before?
- (19) We entreat of thee to hear us.
- (20) The twelve jurymen quarreled between themselves.

- (21) The space is enclosed between three lines.
- (22) It is an affair on which I am not interested.
- (23) He went to see his friends on horseback.
- (24) Habits must be acquired of temperance and self-denial.
- (25) The cost of the carriage was added to, and greatly increased my account.

Many *verbs, nouns* and *adjectives* take some one preposition after them rather than any other, and altogether exclude the use of all but one, or one of two. Usually, a noun derived from a verb takes the same preposition as the verb.*

CONJUNCTIONS.

A conjunction is a word used to join words, phrases and sentences.

Connectives are divided into two classes—co-ordinate and subordinate.

*See the author's Lessons in Grammar.

Co-ordinate connectives are those which join words, phrases and sentences of equal rank, and are divided into three classes—copulative, alternative, and adversative.

Copulative—Those which connect elements in harmony with each other; as, And, that, so, as.

Alternative—those which offer or deny a choice; as, Or, nor, either, neither, else, otherwise.

Adversative—those which imply that the parts connected are opposed to each other; as, But, yet, however, still, only, than, nevertheless, lest, though, notwithstanding.

Causal—those which connect elements, one of which is the cause, reason or result of the other; as, For, hence, therefore, consequently, because.

Correlative—*either* and *or*, with their negatives, *neither* and *nor*, are called *correlatives* (having a *mutual* relation), because they are generally used in pairs, introducing the alternatives.

Subordinate connectives are those which join elements of unequal rank.

Subordinate connectives are divided into three classes—those which connect *substantive* clauses, those which connect *adjective* clauses, and those which connect *adverbial* clauses.

NOTES.—1. A subordinate connective, like a preposition, always shows a relation of dependence. A subordinate conjunction connects a dependent sentence with an independent proposition.

2. *That* when used to introduce a substantive clause is called a substantive conjunction.

A conjunction may consist of two or more words taken together as one expression. Such forms are called phrase conjunctions and should be treated as one word.

EXAMPLES. 1. America has its duties *as well as* its rights. 2. One is no longer happy *as soon as* he wishes to be happier. 3. He called on me *as if* he knew I would help him.

The most common examples of such forms are *as if*, *as though*, *as well as*, *as*

soon as, *in order that*, *forasmuch as*, *provided that*, *no sooner than*.

INTERJECTIONS.

With regard to this part of speech little needs to be said.

An interjection is an exclamatory word used for the purpose of expressing feeling.

The common interjections are those expressing: Joy, *hey*, *huzza*; surprise, *aha*, *hah*; attention, *ho*, *halloo*; aversion, *fie*, *pshaw*; sorrow, *alas*, *woe*; silence, *hist*, *hush*, *mum*.

Interjections are sometimes combined with other words to make exclamatory phrases; as, *Ah me!* *Alas the day!* *O horror!* *What ho!* *O for rest!*

SENTENCE-MAKING.

NOTE.—An educated teacher does not accept the mere recitation of text-book statements as positive evidence of a pupil's ability to use the facts he quotes. The teacher that accepts memory recitations without requiring ample illustration by the pupil is never certain that the pupil knows his task.

(1) Distinguish between prepositions and conjunctions.

(2) Show that prepositions, conjunctions, relative pronouns, and conjunctive adverbs are connectives. Illustrate each with an original example.

(3) In each of five sentences, orally use a different prepositional phrase.

(4) Show that some verbs may take a prepositional complement, and that the verb and its complement do the work of a transitive verb.

(5) Orally use each of the principal copulative conjunctions in a sentence.

(6) Orally use each of the principal alternative conjunctions in a sentence and show: (a) that the sentence it introduces is co-ordinate; (b) that it offers or denies a choice.

(7) Orally use each of the principal adversative conjunctions in a sentence and show: (a) that the parts of the sentence are co-ordinate; (b) that the second part opposes the first.

(8) Orally use each of the principal causal conjunctions in a sentence and show why it is called causal.

(9) Use the principal correlative conjunctions in sentences and tell why they are called correlatives.

(10) Use a subordinate connective: (a) to introduce a substantive clause; (b) to introduce an adjective clause; (c) to introduce an adverbial clause.

(11) Orally use each of the principal phrase conjunctions in a sentence.

(12) Show that *for* and *until* may be used as prepositions, also as conjunctions.

"Nothing to Arbitrate."

The Incubus sat on the Workingman's shoulders.

"Get up," said the Incubus, as he stuck in his spurs; "this is a question as to whether we or the miners are to run our business."

"But I cannot keep on carrying you unless I get more to eat" said the Workingman.

"You have a full dinner pail," said the Incubus, as he ordered a bottle and a bird; "as for me, although God in His infinite wisdom has given me control of the property of this country, man, I get no more than board and clothes."

"But," objected the Workingman, "I often do not get that."

"I will give you a library to carry on your back," said the Incubus.

"How could the like of me get a chance to read?"

"Be content," said the Incubus, "in that station of life to which it shall please me and God to call you."

"But you grow heavier all the time," said the Workingman.

"Every man has a chance to ride," said the Incubus. "Why didn't you get up here? 'There's plenty of room at the top.'"

"I think," said the Workingman, "it was intended that both of us should walk."

"That," said the Incubus, "is blasphemy. If I should get off your back, it would shake the foundations of Society."

—Bolton Hill in Life.

A Language Lesson.

Read to your upper class the following lines from Edwin Arnold's "The Guide." Write on the board the four words, *uxum*, *aneb*, *anthur*, and *staphylion*, and opposite each the language from which it is taken. Then re-read the lines clearly and have the pupils write it out in good prose, each using his own phraseology:

'Tis told, nigh to a city-gate
Four fellow-travelers hungry sate,
An Arab, Persian, Turk, and Greek;

And one was choosen forth, to seek
Their evening meal, with dirhems thrown
Into a common scrip; but none
Could with his fellows there agree
What meat therewith should purchased be.
"Buy uxum," quoth the Turk, "what food
Is cheaper, sweeter, or so good?"
"Not so," the Arab cried, "I say
Buy aneb, and the most ye may."
"Name not thy trash!" the Persian said,
"Who knoweth uxum or aneb?
Bring anthur, for the country's store
Is ripe and rich." The Greek, who bore
Their dirhems, clamoured, "What ill thing
Is anthur? Surely I will bring
Staphylion green, staphylion black,
And a fair meal we shall not lack."
Thus wrangled they, and set to try
With blows what provend he should buy,
When, lo! before their eyes did pass,
Laden with grapes, a gardener's ass.
Sprang to his feet each man, and showed
With eager hand, that purple load.
"See uxum!" said the Turk; and "See
Anthur!" the Persian; "what should be
Better?" "Nay, aneb! aneb 'tis!"
The Arab cried. The Greek said, "This
Is my staphylion!" Then they bought
Their grapes in peace.

Hence be ye taught!

Now comes the best part of the lesson. Have each write without discussion or consultation with one another a clear statement of the lesson which the story teaches.

It may now interest the thoughtful members of the class to find in the dictionary the meaning and derivation of the word *logomachy*.

Two Lessons in Punctuation.

Punctuation is closely connected with the construction of sentences; so closely that without it a clear expression of thought in writing is next to impossible. Its importance may be illustrated by the following:

"The party consisted of Mr. Smith a clergyman his son a lawyer Mr. Brown a Londoner, his wife, and a little child."

Here it is impossible to tell how many persons were in the party, or how they were related. Let us insert a few commas and note the effect:

"The party consisted of Mr. Smith, a clergyman, his son, a lawyer, Mr. Brown, a Londoner, his wife, and a little child."

This makes the party consist of eight

persons. Now, let us substitute semicolons for some of the commas:

"The party consisted of Mr. Smith, a clergyman; his son, a lawyer; Mr. Brown, a Londoner; his wife, and a little child."

Mr. Smith is now a clergyman, his son is a lawyer, Mr. Brown a Londoner, and the number of the party is reduced to five. Various other changes may be made in the same way. Let the pupil see how many meanings he can make the sentence express.—Westlake's, *How to Write Letters*.

* * *

A school inspector visited a small German town. Requesting the mayor to accompany him, the inspector heard the latter mutter: Why has this ass come so soon again? Arrived at the first school he began to examine the pupils in punctuation, but was told by the mayor: "We don't trouble about commas and such like." The inspector merely told one of the boys to write on the blackboard: "The mayor of Ritzelbuttel says the inspector is an ass." "Now," he added, "put a comma after 'Ritzelbuttel' and another after 'inspector.'" The boy did so. The mayor changed his opinion as to the value of commas.—*Exchange*.

Curiosities and Quips

[Webster defines a curiosity as "that which is fitted to excite or reward attention." There is a legitimate place for quaint and curious lore in the education of the young. A wise use of the matter which will appear in this department will prove altogether wholesome though part of it may at first seem unrelated to any systematic body of knowledge.]

Razorback Hog in Rhyme.

A north Missouri farmer, whose hog was killed by a train, wrote the company's claim agent for a settlement. He penned his communication thus:

My razorback strolled down your track a week ago to-day,
Your Twenty-nine came down the line and snuffed his light away,
You can't blame me—the hog, you see,
Slipped through a cattle gate,
So kindly pen a check for ten,
This debt to liquidate.

A few days later he received the following:

Dear Sir—
Old Twenty-nine came down the line
And killed your hog, we know,

But razorbacks on railroad tracks
Quite often meet with woe.
Therefore, my friend, we cannot send
The check for which you pine.
Just plant the dead; place o'er his head:
"Here lies a foolish swine."

—Kansas City Star.

TEACHER (to singing class): Let us sing "Little Drops of Water" again, and please put a little spirit into it.

D'Auber, to Cynicus: "Let me have your candid opinion of my new picture."

Cynicus: "Its worthless."

D'Auber: "Yes, I know it's worthless, but let me have it anyway."

On the last day of the institute a colored teacher in Georgia introduced the following, which was adopted by a rising vote:

WHEREAS, Professor E. C. Branson has taught us egregiously:

RESOLVED, That we confidentially recommend him to any county institute wishing a phenomenon.

A Scotch-American Joke.

An American millionaire was looking over an old estate in Scotland with a view to buying it; above the old-fashioned fireplace was wrought into the masonry this quaint inscription:

EAST, WEST, HAME'S BEST.

The millionaire said: "Well, I reckon it'll do. I'll take it, but that are dern advertisement in the mantel 'll have to be cut out."

The Critical Kangaroo.

'Twas a growly, spotted Leopard,
On the pains of Timbuctoo,
Who met one sunny morning
With a happy Kangaroo.
"Your suit is really startling,"
Said the latter, with a smile,
"For polka-dots no longer
Are thought the proper style;
And though no criticism
On your tailor I would cast,

I have a strong suspicion that
The color isn't fast.
For—" But here an interruption
Most sudden did occur,
Which filled the air around them
With what resembled fur;
And the Leopard some time later,
Much larger round the waist,
Mused long in pensive manner
On that Kangaroo's "good taste."

—Samuel Scoville, in *St. Nicholas*.

The railroad from Nyngan to Bourke, in New South Wales, runs without a curve for 126 miles, and is said to be the straightest railroad of that length in the world.

Old lady, to bird dealer: "Does this parrot use any bad language?"

Dealer: "No, mum, but he's a young bird and will learn easily."

To leave the shadow behind you, you need only turn toward the sun.

The vessel that holds not water may still hold grain; it is not so much what a man cannot do as what he can do.

Look in the mirror for your own fault, and you will forget to look for a microscope with which to find your neighbor's faults.—The Ram's Horn.

Some Interesting Combinations.

1 times 9 plus 2 equals 11.
 12 times 9 plus 3 equals 111.
 123 times 9 plus 4 equals 1111.
 1234 times 9 plus 5 equals 11111.
 12345 times 9 plus 6 equals 111111.
 123456 times 9 plus 7 equals 1111111.
 1234567 times 9 plus 8 equals 11111111.
 12345678 times 9 plus 9 equals 111111111.
 1 times 8 plus 1 equals 9.
 12 times 8 plus 2 equals 98.
 123 times 8 plus 3 equals 987.
 1234 times 8 plus 4 equals 9876.
 12345 times 8 plus 5 equals 98765.
 123456 times 8 plus 6 equals 987654.
 1234567 times 8 plus 7 equals 9876543.
 12345678 times 8 plus 8 equals 98765432.
 123456789 times 8 plus 9 equals 987654321.

Silent K.

The knowing knave sat on a knoll and knit his brows as a knock-kneed knight knapped his knuckles and knocked off his cap with a knob on the end of a knotty club which he had cut with a knife while the bell was knelling.

Readings and Recitations.

Lincoln.

(A recitation for a very small boy—a colored boy preferred.)

My mamma told me that Lincoln
 Was very straight and tall;
 And that he loved the children,
 So pleased them one and all.

In youth he had to earn his clothes,
 And, tall, he needed more;
 And so he split four hundred rails
 For every yard he wore.

When postmaster, a carrier too,
 (He worked also at that)
 Did Lincoln have a letter bag?
 Oh, no! he used his hat.

When President, he saved a youth
 Who'd been condemned to die
 For sleeping on the battle field,
 Instead of watching nigh.

Yes, Lincoln found that it is best,
 True, good and kind to be;
 And listen, while I tell you now,
 He set the Darkies free.

—Elizabeth Morgan.

"Let a man once show the world that he feels
 Afraid of its bark, and 'twill fly at his heels:
 Let him fearlessly face it, 'twill leave him
 alone,
 But 'twill fawn at his feet if he fling it a bone."

A Song of Winter.

There is happiness in winter that the summer
 cannot bring;

There is music in the winter—"ting-el ing-el
 ing-el ing"—

You can watch the rosy faces of the children
 going by,
 Till you catch the mirth infection from the
 laughter in each eye.

You can see the stars a-twinkle as at night you
 glide along,
 And the squeaking of the runners is the music
 of a song—

The song your heart would utter to the sweet
 and flowing chime
 Of the "ting-el ing-el ing-el" of the bells in
 winter-time.

There is happiness in winter—in despite of
 snow and cold,
 There's a joy that comes from Heaven as the
 manna came of old.

There's a hearth-fire brightly gleaming till your
 heart is all aglow
 With the memories of childhood in the winters
 long ago.

When you coasted down the hillside, in a rap-
 turous delight,
 While the stars were all a-twinkle, shining
 through the frosty night;
 And your heart caught up the music, echoed
 in a flowing chime,
 Of the "ting-el ing-el" of the bells in winter-
 time.

—Floyd D. Raze.

The Scholar in Politics.

He learned to lead a bookish life
In studious seclusion.
He kept away from vulgar strife
And impolite confusion.
He could produce an essay fine
On any public question,
And oft was heard where wit and wine
Conduce to good digestion.

His rival for the people's choice
Was oft proclaimed a sinner.
Our sage made ready to rejoice
As doth become the winner;
His hopes of the reward soon fled,
The other fellow won it.
It went unto a man who said,
"I seen it" and "I done it."
—Washington Star.

The Strange Boy.

A boy that's just moved to our flat
From some place very far away,
He talks so interestin' that
I'd like to hear him talk all day.

He says that little boys out there
Have got big yards, with grass and trees,
That flowers grows just everywhere,
An' that they pick 'em when they please.

He says they've got a great big pond,
Where they can swim an' fish an' row,
An' says they's mountains on beyond
That's covered all the time with snow.

They's calfs an' cows an' pigs an' sheep
On lots o' farms outside o' town,
An' trees so big they haf' to keep
At work a week to cut 'em down.

I know there ain't no place like that,
Not far away nor anywhere,
Or everybody'd get their hat
An' just get up an' go out there.

But it's jus' like a fairybook
To hear him tellin' it, so I
Jus' listen, an' pertend to look
As if it wasn't all a lie.

But, oh, if it wuz only true
About the pond an' mountains an'
The fish, I know jus' what I'd do—
I'd go there when I wuz a man.

I'd go out there right off, an' live
For all the rest o' my life through,
And every boy I know I'd give
The money to come out there, too.
—James Montague, in the Chicago American.

A Good Sentiment for New Years.

My doctrine is to lay aside
Contentions and be satisfied;
Jest do your best, and praise er blame
That follers that comes jest the same.
I've allus noticed great success
Is mixed with troubles, more or less,
And it's the man who does the best
That gits more kicks than all the rest.
—James Whitcomb Riley.

God Will Send the Bill to You.

"Ez fer war, I call it murder,
There you have it plain and flat;
I don't want to go no furder
Than my Testymet fer that.
God has said so plump and fairly—
It's ez long ez it is broad—
An' you've got to git up airly
Ef you want to take in God.

"Tain't your eppylets an' feathers
Make the thing a bit more right;
Tain't a hollerin' your bell-wethers
Will excuse ye in His sight.
Ef you take a sword an' draw it,
An' go stick a feller thru,
Gov'mint ain't to answer fur it—
God'll send the bill to you."
—James Russell Lowell.

A New Version.

Where are you going my pretty maid?
"I'm going to school, if you please, sir," she said.
And what do you learn there, my pretty, fair
maid?
"Why, how to make pretty things, sir," she
said;
"We weave little baskets of willow twigs;
"We fashion nice clay into cute little pigs;
"We plait just the prettiest mats ever seen,
"All criss-crossed in blue, red, yellow and
green;
"We sew little patches on sweet little squares,
"And make, out of tooth-picks and peas, little
chairs;
"We draw and we paint, we sing and we play,
"And then we've a new fairy story each day.
But where are your books, my pretty, fair
maid?
"We have no use for them, sir," she said.
Then how do you study, my pretty, fair maid?
"Why where have you come from, sir?" she
said,
"To ask such a question? Humph! even a fool
"Knows nobody studies these days at school,
"Our teachers have found us an easier way;
"We're learning by doing, sir. Good day!"
—Tom McBeath.

A Letter From a Cat.

"I hereby take
My pen in paw to say,
Can you explain a curious thing
I found the other day?
There is another little cat
Who sits behind a frame,
And looks so very much like me,
You'd think we were the same,
I try to make her play with me,
Yet, when I mew and call,
Tho' I see her mew in answer,
She makes no sound at all.
And to the dullest kitten,
It's plain enough to see
That either I am mocking her,
Or she is mocking me.
It makes no difference what I play
She seems to know the game;
For every time I look around,
I see her do the same.

And yet no matter tho' I creep
On tiptoe, lest she hear,
Or quickly dash behind the frame,
She's sure to disappear."

T. McC. in Ed. Journal, Canada.

All merit comes
From braving the unequal;
All glory comes from daring to begin.
Fame loves the state
That, reckless of the sequel,
Fights long and well, whether it lose or win.
—Eugene Ware.

Correspondence

To the Editor:

Will you please publish the twelve words whose revised spelling has been authorized by the N. E. A.?

Henry E. Polley.
Chelsea, Wis.

Program—(p r o g r a m m e); t h o—
(though); altho—(although); thoro—
(thorough); thorofare—(thoroughfare);
t h r u—(through); thruout—(through-
out); c a t a l o g—(catalogue); prolog—
(prologue); decalog—(decatalogue); dema-
gog—(demagogue); p e d a g o g—(peda-
gogue).

PROF. S. Y. GILLAN:—I find your journal one of most practical educational journals I am acquainted with. I wish every teacher in my county could read the December number. Inclosed please find a list of our officers and teachers. Yours truly,

E. A. HUTCHENS,
County Superintendent, Noblesville, Ind.

"Night, sable goddess! from her ebony throne,
In rayless majesty, now stretches forth
Her leaden scepter o'er a slumbering world."

What does the phrase, In rayless majesty, modify? It has an adverbial sense, and yet seems to modify "night." Will you kindly tell us whether it could here be used as an adjective modifier, modifying night?

F. N. SLAWSON,
Lodgepole, Neb.

Yes; and the punctuation seems to indicate that that construction was in the mind of the writer.

DEAR MR. GILLAN:—Commenting on the quotation from Dr. Harris and the letter of Superintendent Gastman, about four years ago a young man living in South Missouri told me of the fact that a bee cannot sting you while you are holding your breath, and to prove it he caught a bumble bee. I saw the bumble bee attempt several different times "to puncture his skin," but the sting bent and would not enter the skin. The poison was distinctly seen to flow down the sting to the skin, but the experimenter informed me that he felt no pain. His explanation was, that holding the breath

closes the pores of the skin through which pores the weapon of the bee must enter. Personally I have not been able to "screw my courage to the sticking point" to enable me to perform the experiment upon myself, although I have abundance of faith. D. P. HOLLIS,
Principal of Schools, Perry, Ill.

Gen. John C. Moore, the veteran school man of Mexia, Texas, writes the editor a pleasant letter, giving his views of the present outlook for the public schools in that state. He sees in the landlordism and consequent development of a floating population of tenant farmers a menace to public school interests. But he is not pessimistic, and has great faith in the ability of State Superintendent Lefevre to work an improvement.

The Bulletin.

Send for free sample of our report card, for common school or high school. Our song book is unexcelled; for a sample copy send five two-cent stamps.

The University of Iowa will debate with Minnesota, Wisconsin, Illinois and Northwestern during the season.

The publishing business of Butler, Sheldon & Co. has been bought by the American Book Company. This will add considerably to the volume of business and to the prestige of that great publishing house, for the change takes over not only the list of books but some very efficient and popular field and office men.

The Educational Publishing Co., of Boston, have in press a little book entitled "Early American History for Young Americans," by Henry and Elbridge H. Sabin. The work is intended for supplemental reading and an attempt is made to outline the early history of our country in such a way as to arouse the interest of the average boy and girl. The period covered ends with the fall of Yorktown.

The article on "Needs of American Public Instruction," by President Eliot of Harvard, published in The World's Work for December, is attracting great attention. One state superintendent of public instruction has just ordered a copy sent to each commissioner, city and village superintendent, normal school principal and institute worker in his state. The World's Work is the magazine of which Melvil Dewey, New York state librarian, said: "I consider the wide circulation of such a magazine educationally more valuable than the founding of a new college."

Drill Map Exercises for Schools, by S. Y. Gillan, is a new device for teaching facts of form, size and position by a unique method. It consists principally of a surface to be used as an easel and to which the parts of a dissected map may be instantly attached by a strikingly simple method, and from which they may be just as readily detached. Map of the

United States in a neat box, with a manual of instructions and interesting exercises, \$1.25, express prepaid. Send for a set, and if not satisfactory the money will be returned. Address S. Y. Gillan & Co., Milwaukee, Wis.

Supt. C. B. Gilbert, of Rochester, N. Y., formerly of Minneapolis, has resigned to become educational editor for D. Appleton & Co. The firm is to be congratulated on securing the service of so able and competent a man for this important position. Mr. Gilbert is thoroughly familiar with schools and school men both in the East and the West.

Tracing and Sketching Lessons in Geography grows in popularity with teachers of this branch. It is rich in suggestion of method and devices, and furnishes a great abundance of interesting and valuable supplementary matter with which to enrich and enliven the text-book lessons. A new edition has been issued, which brings the references to population up to the latest census. Price 40 cents.

Belitz M. Hull, of New Haven, Conn., who is teaching school under government auspices in the Philippines, writes home that she hopes the government will not appoint unmarried women to places as teachers in the future, or if it must appoint them, that they will be sent to the cities. "The provinces are no place for unmarried women," she says, and adds: "Next to the folly of coming out here unmarried is that of getting married here, as many of the women teachers are doing."

The St. Louis Meeting.

The forty-first meeting of the Missouri State Teachers' association was held in St. Louis December 29-31. There were enrolled over 2,100 teachers, 1,325 of whom were from the St. Louis schools.

The personnel of the members reflected credit upon the cause of education. The character of the papers and discussions was of a high order. Free text-books was a prominent feature of the first day's discussion. There seemed a general unanimity of opinion that the state should furnish free books, but the resolution adopted at the close favored local option in the matter.

A notable feature of this meeting was the reception tendered by the teachers of St. Louis to the visitors. The corridors of the high school were tastefully decorated for the occasion, refreshments were served, and a general good time enjoyed by all.

The lecture by David Starr Jordan, president of Leland Stanford, Jr., University, contained much valuable matter, bearing on the proper education for the 20th century man.

Principal John Ray, of Chicago, made a plea for democratic government of schools, explaining modestly his own success in that line. There was considerable interest in the paper and dis-

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cussion, but not much evidence of converts to the plan of student government.

The press in education was a valuable feature of this meeting. The educational, metropolitan and country papers were ably represented. It was made to appear that the burden of education rests not alone upon the shoulders of the schoolmaster.

The convention ended with a trip to Washington University, where a free lunch was served, and a ride around the World's Fair grounds, on flat cars given. Free rides and free lunches were never more attractive, as a drawing card.

The convention will meet next year at St. Joseph.

McNeill's Mental Arithmetic, by I. C. McNeill, State Normal School, Superior, Wis., price 35 cents, American Book Co., Cincinnati, and Chicago, is equally adapted for grammar grades, or for more advanced review work, and is based upon sound pedagogic principles. The problem have been specially prepared to illustrate and call forth ideas. The development of each section prepares the pupil for the next. No unnaturally and unnecessarily complex problems have been included, though those given are of gradually increasing difficulty as the work progresses. Diagrams graphically illustrate the fundamental ideas which are

treated in each section. Every step of the treatment has been subjected to thorough tests in preparatory classes, and the book will therefore prove both practical and suggestive to teacher and pupil alike.

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The counties that were able to secure the services of S. Y. Gillan as an institute instructor were indeed fortunate. His work everywhere was received with the highest appreciation and satisfaction. As a result of his excellent institute work in the state much improvement in school teaching will doubtless be noted.—Oregon Teachers' Monthly.

The new edition of THE WESTERN TEACHER SONG BOOK contains the music except to those selections that are so familiar as to make the notes unnecessary. We are confident that this improvement will add greatly to the popularity of this already popular book. The price remains the same, ten cents a copy, or one dollar a dozen. For special rates for first introduction write to S. Y. Gillan & Co., Milwaukee.

There will be no afternoon sessions at the N. E. A. meeting at Boston. This will give opportunity to see the many points of interest in and about the city. The department meetings will be held in the forenoon, and the general sessions in the evening.

The officers announce that it is against the interests of the association for any state manager or director to advertise an "official route" or to attempt to divert the travel from any section to or from any particular railway. This is a highly commendable move. The "official route" business always was a fake and sometimes a scandal. All the railroads give the same rates, and each is entitled to its fair share of the business.

Mrs. Harriet T. Comstock has presented three new books this season, each through a different publisher. A copy of one of these books, "A Little Dusky Hero," published by Crowell & Co., was sent to Randall's Island, to the New York House of Refuge, for use in their library. The institution houses some twelve hundred boys, and the superintendent states that they are highly delighted with the story—so much so that the volume is spoken for several weeks ahead. The boy who happens to get it reads it to a group of other fellows. When the publishers were informed of this they sent half a dozen extra copies to the island to relieve the reading market.

Complete Graded Arithmetic, a series of six books, one for each grade from the third to the eighth years in school, by George E. Atwood,

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We want 100 teachers who are willing to go to North Dakota to teach district schools at \$40 or \$45 per month. Also a large number for grades and high school work for next year. Elections take place early in the spring, hence an early response to this notice is desirable. For a short time we offer to enroll free any teacher of suitable qualifications who will accept such positions as are described above.

The George Putnam School in Boston has long enjoyed the reputation of doing work in English composition of great excellence. Mr. Henry Lincoln Clapp, the master of the school, has recently put into compact form an account of the methods pursued under his direction, accompanied by lists of topics, suggestions for the correction of compositions, and samples of pupils' work. This will be published as a

monograph under the title of "The Conduct of Composition Work in Grammar Schools," and will appear shortly from the press of D. C. Heath & Co., Boston.

In The Prologue of the American Revolution, by Prof. Justin H. Smith, in the Century for January, an account is given of Arnold's Battle with the Wilderness in the expedition against Quebec, the hardships and heroisms of which will be in the nature of a revelation to many readers. This will be especially good material for supplementary work in United States history, and will tend to correct certain misconceptions concerning Arnold's character.

Mayne's series of school records has been completed by the addition of a graded school register, consisting of a record for each grade or department, with binding covers in which all the records are preserved. Full description will be sent on application to the Wisconsin School Supply Company, Milwaukee. See advertisement on another page. These records together with Mayne's High School Records are pre-eminent among record blanks for their simplicity and completeness.

The Chicago Record-Herald is an example of the success with which the public rewards fearless nonpartisanship in a great daily paper. It is an independent newspaper, in which men and measures are viewed from the standpoint of the public good and not from that of the interests of any political party. Partisanship is barred as strictly from the news columns as from the editorial page. All political news is given without partisan coloring, thus enabling the reader to form conclusions for himself. In partisan newspapers political news is ordinarily colored to such an extent as to make it difficult for the reader to secure a sound basis for intelligent judgment.

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This is what the Northern Pacific—Shasta, or Shasta—Northern Pacific Route—it reads as well backward as forward—may well be called. The route takes its name from Mt. Shasta in Northern California. This white, snow capped peak, at the foot of which the Shasta route winds, is 14,350 feet high. The mountain is in plain view, for several hours, from the train, and its distance from the track varies from twelve to seventy-five miles.

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Elementary Studies in Insect Life, by Samuel J. Hunter. 369 pp. \$1.25. Crane & Co. Topeka.

Rote Song Book, by Frederic H. Ripley and Thos. Tapper. 144 pp. 40 cents. American Book Company.

Basket-Making, by T. Vernetta Morse. 30 pp. Paper. 25 cents. Art-Craft Institute, Chicago.

Language through Nature, Literature and Art, by H. Avis Perdue and Sarah E. Griswold. 238 pp. 35 cents. Rand, McNally & Co.

Stepping Stones to Industrial Drawing and Design, by A. J. Bevis. 130 pp. 40 cents. Longmans, Green & Co.

A Topical Analysis of U. S. History, by Jessie Lewis. 185 pp. Paper. A. Flanagan Co.

The Wonder Ship, by Sophie Swett. 85 pp. 50 cents. Thos. Y. Crowell & Co.

A Little Dusky Hero, by Harriet T. Comstock. 95 pp. 50 cents. Thos. Y. Crowell & Co.

Master Frisky, by Clarence W. Hawkes. 107 pp. 50 cents. Thos. Y. Crowell & Co.

Molly, by Barbara Yechton. 120 pp. 50 cents. Thos. Y. Crowell & Co.

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A History of the Middle Ages, by Dana C. Munro. 242 pp. 90 cents. D. Appleton & Co.

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The Caxton Club, by Amos R. Wells. 95 pp. 50 cents. Thos. Y. Crowell & Co.

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